AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **1:30 p.m., Tuesday, March 24, 2015**
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Roberta Achtenberg
Talar Alexanian
Rebecca D. Eisen
Douglas Faigin
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of January 27, 2015

Discussion

1. Academic Planning, *Action*
2. The California State University Institute for Palliative Care at California State University San Marcos, *Information*
3. The Early Start Program and Academic Preparation Update, *Information*
4. The California State University Graduation Initiative 2025, *Information*

MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY

Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California

January 27, 2015

Members Present
Debra S. Farar, Chair
Roberta Achtenberg
Talar Alexanian
Rebecca D. Eisen
Douglas Faigin
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
Lou Monville, Chair of the Board
J. Lawrence Norton
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of November 12-13, 2014, were approved as submitted.

The California State University Libraries of the Future

Gerry Hanley, assistant vice chancellor for academic technology services provided an update on the California State University (CSU) Libraries of the Future (LOFT) initiative. He stated that in 2013, CSU provosts and library deans worked together to define the CSU LOFT initiative to enable the CSU to accelerate its capabilities to cost-effectively fulfill the CSU's educational mission. He said the vital role CSU libraries play in the success of students, faculty, administrators and the local campus community is representative of key priorities outlined in Chancellor White's State of the CSU Address of creating opportunities, sustaining quality, and enabling success.

Dr. Hanley noted that demand for library services, both in-person and online, is extensive. He said that over 40 million visits were recorded to CSU libraries last year, while the system's digital library services represent five of the CSU Chancellor's Office's ten most-visited websites. Through advancements in technology, digital content, and intercampus collaboration, the CSU Libraries are positioned to leverage the almost 1 billion digital assets currently in CSU library

collections as well as the millions of print materials, to develop and deliver cost-effective, equitable, sustainable, and innovative library collections and services. Dr. Hanley added that equitable access to academic resources is essential for the CSU Libraries of the Future in order to provide every student and faculty member cost-effective learning materials that enable them to learn and develop the necessary skills to compete and succeed in a knowledge-based economy. Also, libraries provide critical learning spaces for students who may not have access to dedicated learning environments. Over 800,000 students, faculty and community members visit CSU library facilities every week he said, adding that libraries provide access to quality and secure technologies for collaboration, learning, and innovation to every student from the moment they are on campus.

Dr. Hanley noted that affordability of instructional materials can be a significant barrier for many students. Working with faculty to choose and use eBooks, eJournals, and other digital resources as their course materials, libraries are able to provide free access to the required learning materials on the first day of class for every student in the class. He added that the CSU is working with the University of California (UC) and the California Community Colleges (CCC) to develop and deliver the California Open Online Library for Education (COOL4ed), which represents another example of the Chancellor's priority for collaboration across California's higher education systems. In an effort to create sustainable library resources and services, the CSU continues to adopt collaborative and cooperative business processes that have resulted in approximately $12 million in cost avoidance through systemwide contracts for digital library content as well as interlibrary loan programs with the UC and CCC systems that allow students free access to a major percentage of the entire library collection in the state. He also said that the CSU libraries' investment in collections, reference services, and shared expertise enables campus academic programs to meet accreditation requirements. The Council of Library Deans (COLD) in collaboration with the Chancellor's Office Academic Technology Services are currently focused on a strategic project to unify the library management systems for all 23 campuses. The goal of this unified system is to increase equity in the quality of library services delivered, enable analysis of print and digital collection usage to optimize library collections, leverage local campus expertise to benefit the entire CSU system, increase buying power through a competitive RFP process and shared licensing, and strengthen the foundation for ongoing campus collaboration. He said the migration to a unified system will cost approximately $2 million over three years. The LOFT initiative is poised to redefine and strengthen CSU libraries as shared networks of innovative learning materials, equitable places for teaching and learning, and a critical educational partner in supporting student and faculty success.

Trustee Lilian Kimbell asked for clarification regarding the Green Glass technology noted in the written agenda item. Dr. Hanley explained that this technology is a proprietary software analysis tool that enables CSU libraries enhanced abilities to evaluate the usage and overlap of the many millions of print resources at individual campuses, and across the CSU system, UC system, and other library consortia. Using the reliable and detailed knowledge provided by these technologies, libraries can collaboratively reshape their existing and future library collections to address the changing needs of students, faculty, and academic programs. He said twenty-one

campuses have already adopted the Green Glass technology for print collection management activities.

The California State University STEM Collaboratives

Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented an update on the activity of California State University (CSU) STEM Collaboratives undertaken since the CSU was awarded a $4.6 million dollar grant in spring 2014 from the Leona M. and Harry B. Helmsley Charitable Trust. The grant award focused on improving equity and persistence for science, technology, engineering, and math (STEM) majors. These collaboratives are part of a suite of CSU projects aimed at improving student success and closing achievement gaps in high-value, high-demand fields. Mr. O'Donnell noted that the CSU has been an important partner in improving STEM education in the state, particularly for under-represented minority (URM) students. He said across all majors, the CSU educates more Hispanic, African-American, and American Indian undergraduates than all other institutions in the state combined. This important performance metric was reinforced in 2011 when seven CSU campuses were awarded Department of Education grants totaling more than $6 million annually to explicitly improve STEM outcomes at Hispanic Serving Institutions. He referenced a letter from James T. Minor, the Department of Education's Deputy Assistant Secretary for Higher Education Programs, to Chancellor White highlighting the national significance of the work in STEM education specifically directed to URM students in the CSU as an exciting opportunity for the CSU to be a national leader in advancing STEM degree attainment. The letter also encouraged the CSU to collaborate broadly in order to marshal and analyze data points identifying common program interventions and student outcomes.

Mr. O'Donnell explained that eight CSU campuses (Channel Islands, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Los Angeles, Pomona, and Stanislaus) are currently involved in Helmsley grant funded CSU STEM Collaboratives focused on improving degree attainment in STEM majors. He presented a graph illustrating the percentage of students who declare a STEM major upon acceptance to the CSU noting that only 35 percent of non-URM students graduate with a STEM degree, a number that drops to 17 percent for URM students. Another 16 percent go on to graduate in majors other than STEM and others either transfer to another institution or fail to graduate. He said the CSU's overall student success rates for STEM are comparable to those for students in other majors; what makes STEM different is the disproportionate number of URM and first-generation students who do not make it all the way through. Mr. O'Donnell referenced a December 2014 report published in the New York Times citing similar programs to the CSU's STEM Collaboratives at a number of institutions nationwide gaining broad support and success, but that there is still much work to be done innovating lower division STEM curriculum. Dawn Digrius, STEM Collaboratives senior project manager, outlined four components comprising the collaboratives work including Summer Bridge programs, First-Year Experience programs, redesigned gateway curriculum, and integrating assessment and evaluation with the Student Success Dashboard. In early April 2015 STEM Collaboratives will host a meeting at Cal Poly Pomona for all CSU campuses pursuing work of this kind, not just those

who received an award, to share best practices, learn more about the project, and inform system-level proposals for follow-on funding. She added that additional support, if it materializes, could expand the project by adding demonstration sites, carrying themed, integrated interventions into the second year with a focus on undergraduate research, or involving the California Community Colleges. Ms. Digrius said the first cohort of students will begin in summer 2015, with the next cohort the following summer and that the program will periodically report to the board on its ongoing progress.

The Apple Distinguished Program Award

California State University, Northridge (CSUN) President Dianne Harrison introduced the item thanking Apple, Inc. for recognizing CSUN's myCSUNtablet initiative as a "distinguished program for innovation, leadership, and educational excellence." She said that this award is given to campuses that demonstrate visionary leadership, innovative teaching and learning, ongoing professional learning, evidence of success, and flexible learning environments. President Harrison said the tablet initiative began in 2013 with the goals of increasing student engagement and learning, improving the quality of instructional materials, and reducing costs for students. The initiative's initial vision included a campus where students would be able to learn anywhere, anytime – whether inside the classroom, using their tablets to actively participate, or outside the classroom, using tablets to access course materials more conveniently. She added that support for faculty (providing tablets and training) is funded by the university; and students bear the cost of their own iPads, which many students already own.

Since the inception of the initiative, tablet ownership at CSUN rose from 29 percent in 2013 to 57 percent in 2014. The initiative began with a cohort model to ensure incremental yet sustained success and today over 100 faculty in eight departments are teaching with tablets with student enrollment in these classes reaching over 5,600 to date. President Harrison also noted that the initiative is paired with an eText initiative that produces faculty-authored digital textbooks for delivery on tablet devices for free or low cost. In the early stages of the initiative, preliminary assessment results suggest that the use of tablets can have a significant, positive impact on student learning outcomes as evidenced by quiz scores, knowledge retention, and the increased attainment of skills and abilities. President Harrison said they have learned lessons early on in the initiative's adoption that using tablets properly to transform pedagogy requires conscious and sustained investment in faculty development. In CSUN's case, they are seeing the best results when tablets are used for active learning, untethered lecturing, and multimedia creation.

A brief video was presented highlighting faculty and students that have participated in the myCSUNtablet initiative. Anne VanMiddlesworth, national higher education development manager from Apple Education presented a plaque to President Harrison and stated that Apple looks at five distinct factors when determining recipients of this distinguished award. They look for visionary leadership, compelling evidence of success, ongoing professional development, flexible learning environments, and a strong sustained commitment to student success, of which

she said the CSUN initiative and campus community clearly embodied. Ms. VanMiddlesworth added that fewer than 20 universities nationwide have received this prestigious honor.

The Wang Family Excellence Award

Chancellor Timothy P. White began the award ceremony be recognizing and thanking Trustee Emeritus Stanley T. Wang for his family's generous gift of $300,000 to reinstate the Wang Family Excellence Award for the next three years. Trustee Emeritus Wang said he was honored to recognize the dedication and commitment of California State University's distinguished faculty and staff. Board of Trustees Chair Lou Monville also provided brief remarks thanking Trustee Emeritus Wang and the award selection committee as well as commending all nominees considered for the award. Chancellor White said the Wang Family Excellence Award was created to honor four faculty and one staff member each with a $20,000 award for distinguishing themselves through ground-breaking achievements in their academic disciplines and having an enormous impact on students through superior teaching. The awards for faculty are given to members of four groups of academic disciplines – Visual and Performing Arts and Letters; Natural Sciences, Mathematical and Computer Science and Engineering; Social and Behavioral Sciences and Public Service; and Education and Professional Applied Sciences. The award also pays tribute to staff members whose contributions significantly exceed expectations in their appropriate areas at the university.

Chancellor White read a brief biography and introduced each 2015 Wang Family Excellence Award recipient. They included:

- Professor Nate Thomas, CSU Northridge (CSUN), in the category of Visual and Performing Arts and Letters. As head of CSUN's Film Production Option for the past 13 years, Professor Thomas was recognized for having transformed and built the reputation of the university's film production operation by spearheading a revamp of the curriculum to address industry needs and emerging trends. He has also been lauded for mentoring past and current students to break barriers and achieve success in the entertainment industry, as well as for cultivating relationships with Hollywood icons that have resulted in more than $60,000 in scholarship monies given each year to students and CSUN's film program.
- Dr. Arne Jacobson, Humboldt State University, in the category of Natural Sciences, Mathematical and Computer Science and Engineering. Dr. Jacobson was recognized for his extensive campus, scholarly, and strong global dedication to the fields of physics and engineering coupled with his heart-felt desire to improve the lives of those less fortunate. He was commended for having inspired hundreds of students to take action, think more deeply, and bear witness to a farther horizon.
- Dr. Kevin Jordan, San José State University, in the category of Social and Behavioral Sciences and Public Service. Dr. Jordan was honored for his extensive work in perception and human factors that has received funding by NASA for more than $170 million. His

scholarly pursuits have been a model for innovative research, as well as peer and student involvement.

- Dr. Sora Park Tanjasiri, CSU Fullerton (CSUF), received the award in the category of Educational, and Professional and Applied Sciences. In addition to serving as the interim chair of the Department of Health Science and the director of the Health Promotion Research Institute at CSUF, Dr. Tanjasiri was honored for having made remarkable contributions to the campus learning community, research disciplines in cancer health disparities, and many underserved communities throughout California.
- Dr. William Franklin, CSU Dominguez Hills (CSUDH) received the Outstanding Administrator award. As the interim vice president for enrollment management and student affairs, Dr. Franklin was recognized for his unwavering passion, dedication and commitment to empowering thousands of low-income, first generation students from underserved communities to gain the knowledge and skills needed to access and persist through higher education.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In accordance with Board of Trustees policy established in 1963, this item summarizes the California State University (CSU) academic planning process, and reports the long-range program planning activity that took place the past year. The proposed resolution approves additions and modifications to campus academic plans and the CSU Academic Master Plan.

Background

Six areas of academic planning activity are reported in this item, and a proposed resolution concerning changes to the CSU Academic Master Plan is presented. The academic planning topics include:

1. Changes to program projections:
    - New projections proposed for addition to campus academic plans and to the CSU Academic Master Plan **(Attachment A)**
    - Existing projections that are proposed for extension beyond the original 5-year implementation timeframe
    - Projections that will be removed from the CSU Academic Master Plan and campus academic plans
2. Changes to existing degree programs:
    - Programs suspending new admissions
    - Discontinuances
3. Reducing total units required for a bachelor's degree
4. Summaries of Western Association of Schools and Colleges (WASC) accreditation activity
5. Assessment conducted through program review **(Attachment B)**
6. Accredited academic programs and departments **(Attachment C)**

1. Changes to Program Projections

New projections proposed for addition to campus academic plans and to the CSU Academic Master Plan

The office of Academic Program Planning at the Chancellor's Office maintains the CSU Academic Master Plan, a comprehensive list of existing degree programs, projected programs and program-review schedules for authorized degree programs. The CSU Academic Master Plan, which guides program, faculty and facility development, will be updated to reflect the resolution made by the board at the March 24-25, 2015 meeting. Subsequently, the revised plan will be posted online as a resource for university planning.

In addition to the CSU Academic Master Plan, the Chancellor's Office maintains the CSU Degrees Database, an online inventory of all authorized degree programs and associated concentrations (a focused area of study within the degree program). Campuses submit program information to the online database, and the Chancellor's Office accepts confirmed authorized degree programs and concentrations. The Degrees Database informs the public CSU Search Degrees website (http://degrees.calstate.edu), a tool for exploring the baccalaureate and graduate degree programs and concentrations currently offered at CSU campuses.

Submitted for trustee action this year are 29 projections for trustee planning authorization, just four more than last year and still fewer than before the economic downturn. The ratio of undergraduate to graduate projections is nearly equal this year, reflecting a continuing trend of increasing graduate program offerings as the system matures and as the workforce is expected to have a more specialized, advanced education. The projections listed below indicate campus intention to develop degree programs within the coming decade. Only after the trustees have approved a projection may the campus begin developing a degree implementation proposal. Degree proposals are reviewed by the Chancellor's Office, and new degree programs may only be implemented following the chancellor's authorization. While "fast-track" program implementation proposals may be submitted along with the projection proposal, the chancellor's authorization is still required before a new fast-track program may be implemented. Subsequent to Chancellor's Office review, pilot programs are authorized to operate for five years and must be submitted and approved for conversion to regular status before students may be enrolled in subsequent terms.

Projected programs will be removed from campus academic plans if an implementation proposal is not developed within five years of the date originally projected for implementation and if an extension is not requested. This time limitation does not apply to "foundation" liberal arts and science programs.

Newly proposed program projections include:

Channel Islands

2016	MA	Psychology

Chico

2015	MA	Teaching

Dominguez Hills

2015	BS	Information Technology
2015	MS	Cybersecurity
2016	MHA	Healthcare Administration

Fresno

2015	BS	City and Regional Planning

Fullerton

2016	MS	Human Services

Long Beach

2015	MS	Hospitality Management

Los Angeles

2015	BA	Women's, Gender, and Sexuality Studies

Monterey Bay

2015	BS	Sustainable Hospitality Management
2016	BA	Human Development and Family Studies

Northridge

2015	BA	Geology
2015	MA	Instructional Design
2017	MS	Finance
2020	MS	Information Systems Management

Pomona

2016	BA	Physics
2016	MS	Architecture
2018	MS	Dietetics

San Bernardino

2015	BM	Bachelor of Music (Performance)
2016	MS	Information Systems and Technology

San Luis Obispo

2016	BS	Environmental Product Design
2016	BS	Health Science
2016	BS	Sustainable Designed and Built Environments
2016	MS	Business Analytics

San Marcos

2016	MS	Cybersecurity
2019	BS	Computer Engineering
2019	BS	Software Engineering
2024	BS	Electrical Engineering

Stanislaus

2017	MFA	Theatre Production

Projections Continued Beyond Initial 5-Year Projection Period

The following programs were not implemented within five years of the projected start date and have provided a justification for remaining on the CSU Academic Master Plan for another five years.

Bakersfield

MS	Computer Science

Fullerton

BS	Software Engineering
MS	Engineering Management

San Marcos

BA	Arts, Media, and Design
MS	Chemistry
BA	Music
BA	Philosophy

Projections Not Developed and Removed from the Master Plan
Campuses have requested that the following projections be removed from the CSU Academic Master Plan.

Channel Islands
MFA Art

Dominguez Hills
BS Exercise Science
MPH Public Health
MS Exercise Science

East Bay
BA Women's Studies

Fullerton
BFA Dance
MA Adult and Lifelong Learning
MS Integrated Marketing Communication

Maritime Academy
BS Electronic and Computer Engineering Technology
MS Global Supply Chain Management and Security

Northridge
MS Human Resources
MS Quality Management

San Diego
MA Translation and Interpreting
DNP Doctor of Nursing Practice
PhD Information Systems

Stanislaus
MAT Teaching

2. Changes to Existing Degree Programs

Programs Suspending New Admissions

Campuses have reported admission suspensions for the following degree programs, which remain on the Academic Master Plan because admission may be reinstated during a future academic term. While no new matriculations will be allowed, continuously enrolled students already admitted into these programs will be allowed to complete their degree objectives within a reasonable timeframe.

Bakersfield

MA	Anthropology
MAT	Mathematics
MS	Nursing

East Bay

MA	Sociology

Fresno

BA	Public Administration
BS	Industrial Engineering
MA	International Relations
MA	Mass Communication & Journalism
MS	Accountancy
MS	Family and Consumer Sciences
MS	Food and Nutritional Sciences

Fullerton

MA	French
MAT	Science

Long Beach

BA	Engineering Systems
MA	Applied Sociology
MA	Global Logistics
MFA	Dance
MS	Health Science
MS	Nursing/Master of Public Health
MS	Nursing/MS Health Care Administration

Los Angeles
- MA French
- MA Health Science

Monterey Bay
- MA Interdisciplinary Studies
- MS Management and Information Technology

Northridge
- MA Music
- MS Assistive Technology Engineering
- MS Assistive Technology Studies and Human Services
- MS Engineering

Pomona
- BA Behavioral Sciences
- BA Special Major
- BS Microbiology
- BS Zoology
- MBA Management (self-support)

San Diego
- MA Asian Studies

San José
- MS Recreation

San Luis Obispo
- BA Interdisciplinary Studies
- MS Business and Technology

Stanislaus
- BA Cognitive Studies
- MS Marine Sciences

Discontinuances

These programs will no longer be offered at the reporting campus, and the listing will be removed from the CSU Academic Master Plan and campus academic plans. Continuously enrolled students already admitted into these programs will be allowed to complete their degree objectives within a reasonable timeframe. Discontinuances are expected to be carried out according to each campus' discontinuation policy, per Coded Memorandum AAP-91-14.

Bakersfield
- BA Economics
- MA Psychology

Dominguez Hills
- BA Recreation and Leisure Studies

East Bay
- BA Latin American Studies

Fresno
- BS Environmental Sciences
- BS Interdisciplinary Health and Rehabilitation Sciences
- MS Forensic Science

Fullerton
- BA Special Major
- MA Comparative Literature

Los Angeles
- BA Chemistry

Sacramento
- MA Liberal Arts

San José
- BA German

Monterey Bay
- MPP Public Policy

Northridge
- MS Human Resources
- MS Quality Management

San Diego

MS Biomedical Quality Systems

San José
BS Occupational Therapy

3. Reducing Total Units Required for a Bachelor's Degree

Fourteen years ago, the Board of Trustees amended Title 5 to reduce the minimum total units required for all bachelor's degrees to 120 semester units (180 quarter units), down from 124 semester units (186 quarter units). In January 2013, the board added to that minimum a required *maximum* of 120 semester units (180 quarter units) for most bachelor's degrees. Only bachelor of fine arts, bachelor of music, bachelor of architecture and bachelor of landscape architecture are by Title 5 definition allowed higher unit totals.

This year, campuses have reported that 94 percent of BA and BS majors and concentrations require only 120 units to graduate. In accordance with Title 5 regulations, in fall 2014 Chancellor White granted exceptions to 61 bachelor of science majors and concentrations, allowing them to require more than 120 units because of accreditation requirements and campus curricular commitments. The majority of Title 5 exceptions granted were for programs in the engineering disciplines.

All BA and BS programs at these campuses require no more than 120 (180) units:

Bakersfield
Channel Islands
Fullerton
Humboldt
Long Beach
Monterey Bay
San José
San Marcos
Sonoma
Stanislaus

CSU Los Angeles and Cal Poly Pomona continue to work on reducing units in connection with their conversion from a quarter to a semester academic calendar. As newly proposed BA and BS programs are reviewed at the Chancellor's Office, the 120-unit limit remains a central consideration in evaluating curricular coherence and quality, as well as student-learning, quality assurance, access, fiscal responsibility, and service to students and employers.

4. Summaries of Western Association of Schools and Colleges (WASC) Accreditation Activity

The Board of Trustees adopted a resolution in January 1991 that requires the annual agenda item on academic planning and program review to include information on recent campus accreditation visits from the Western Association of Schools and Colleges (WASC). There was no such activity this year.

5. Assessment Conducted Through Program Review

Assessment of student learning is best carried out when it is a faculty-driven practice. Faculty have the responsibility of identifying the skills and knowledge that students are expected to demonstrate by the time they complete a degree program. Faculty also determine how they will measure the extent to which learning has been accomplished, and faculty evaluate evidence of student learning so that improvements to curricula and pedagogies can be adjusted to facilitate improved student learning in the future. Assessment is an analytical program-improvement process that focuses on student learning; it should not be used to evaluate faculty performance. The Division of Academic Affairs encourages assessment activities to be meaningful (reflective of program goals), measurable (faculty can determine whether the learning has been accomplished), and manageable (simple enough to provide useful data and be sustainable over time). This report lists a sample of the student learning outcomes for programs reviewed in the past year; a summary of the findings from analyzing student achievement of the learning outcomes; and brief descriptions of the faculty's improvement actions taken or planned, based on the findings. **Attachment B** contains a sample of the assessment activities carried out in conjunction with the previous year's program review cycle. A full listing of campus assessment activities can be found online at http://www.calstate.edu/app/programs/index.shtml.

6. Accredited Academic Programs and Departments

Campuses are expected, as reasonable, to seek professional accreditation for degree programs and academic departments, schools, and colleges. **Attachment C** contains the list of all reported accredited units and degree programs.

The following resolution is recommended for adoption and refers to changes in the campus Academic Plans described in this agenda item.

RESOLVED, by the Board of Trustees of the California State University, that the amended projections to the Academic Plans for the California State University campuses (as identified in Agenda Item 1 of the March 24-25, 2015 meeting of the Committee on Educational Policy), be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

RESOLVED, that those degree programs proposed to be included in campus Academic Plans be authorized for implementation, at approximately the dates indicated, subject in each instance to the chancellor's approval and confirmation that there exists sufficient societal need, student demand, feasibility, financial support, qualified faculty, facilities and information resources sufficient to establish and maintain the programs; and be it further

RESOLVED, that degree programs not included in the campus Academic Plans are authorized for implementation only as pilot programs, subject in each instance to current procedures for establishing pilot programs.

CSU Academic Master Plan Ten-Year Overview of Future Programs
Projections Proposed to the Board of Trustees
and planned for implementation between 2015-16 and 2025-26

(Bold type and asterisk denote newly proposed program projections)

CSU BAKERSFIELD
No programs are projected at this time.

CSU CHANNEL ISLANDS

2015	BA	Freedom and Justice Studies
	BA	Global Studies (2014)
	MA	Digitally Integrated Media Arts (2014)
	MA	History (2012)
	MPA	Public Administration (2012)
	MS	Coastal Sustainability (2012)
	MS	Nursing
2016	BA	Philosophy
	BS	Computer Engineering (2012)
	MA	**Psychology***
	MS	Applied Sociology
	MS	Biology (2012)
2019	BS	Kinesiology/Athletic Training
	BS	Nutrition/Dietetics

CSU CHICO

2015	BA	Environmental Policy and Planning (2011)
	MA	**Teaching***
	MS	Mechatronic Engineering (2012)

CSU DOMINGUEZ HILLS

2015	BS	Environmental Engineering
	BS	Exercise Science (2010)
	BS	**Information Technology***
	MA	Communication Disorders (2011)
	MS	**Cybersecurity***
2016	MA	Spanish (2011)
	MHA	**Healthcare Administration***
2018	MA	International Peace and Security

CSU EAST BAY
No programs are projected at this time.

CSU FRESNO

2015	**BS**	**City and Regional Planning***
	BS	Emergency Management and Homeland Security
	MS	Food and Agricultural Science

CSU FULLERTON

2015	BA	Chinese Studies (2012)
	BA	Vietnamese
	MA	Criminal Justice (2011)
	MA	Japanese (2010)
	MA	Liberal Studies (2010)
	MS	Accounting and Finance
	MS	Financial and Risk Engineering
2016	BS	Software Engineering
	MA	Adult and Lifelong Learning
	MS	Digital Marketing
	MS	Engineering Management
	MS	**Human Services***

HUMBOLDT STATE

2015	BA	Child Development
	BA	Critical Race, Gender, and Sexuality Studies
	BA	International Studies (2010)
	BA	Recreation Administration
	BFA	Art
	BS	Marine Biology

CSU LONG BEACH

2015	BFA	Theatre Arts (2011)
	MS	Engineering Management
	MS	Global Financial Management
	MS	**Hospitality Management***
	MS	Information Systems
	MS	Professional Physics

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates are in parentheses and may stay on the CSU Academic Master Plan until five years after original implementation date.

*Newly proposed for trustees "planning authorization." Implementation subject to review and approval by the chancellor.

CSU LOS ANGELES

2015	BA	Computer Science (2012)
	BA	**Women's, Gender, and Sexuality Studies***
	MS	Aerospace Engineering (2011)
	MS	Systems Engineering (2012)
2016	BA	Urban Studies (2012)
	MA	Liberal Studies (2013)
	AuD	Audiology (with Western University of Health Sciences) (2011)
	PhD	Forensic Sciences (joint doctoral partner to be determined) (2012)

MARITIME ACADEMY

2015	BS	Electronic and Computer Engineering—*pilot* (2014)

CSU MONTEREY BAY

2015	**BS**	**Sustainable Hospitality Management***
	MPA	Public Administration (2013)
	MS	Accounting
2016	**BA**	**Human Development and Family Studies***
	BS	Computer Engineering
	EdD	Educational Leadership (2012)

CSU NORTHRIDGE

2015	**BA**	**Geology***
	MA	**Instructional Design***
	MA	Sustainability Practices (2014)
	MS	Market Analytics (2013)
	MS	Nursing (2014)
2016	BFA	Art
2017	BA	Criminology and Justice Studies
	MS	**Finance**
	MS	Human Resources (2013)
	MS	Real Estate
2018	MS	Entertainment and Sports Management (2014)
2018	MS	Entrepreneurship

CSU NORTHRIDGE (continued)

2019	BA	Interdisciplinary Social Science
	MS	Management
2020	**MS**	**Information Systems Management***
2021	BS	Neuroscience

CAL POLY POMONA

2016	**BA**	**Physics***
	MS	**Architecture***
2017	BA	Early Childhood
	BS	Regenerative and Sustainable Studies
	MS	International Apparel Management
	MS	Mechatronics and Robotics Engineering
2018	**MS**	**Dietetics***

SACRAMENTO

2015	MS	Finance (2013)

CSU SAN BERNARDINO

2015	**BM**	**Bachelor of Music (Performance)***
	BS	Information Systems and Technology (2011)
	MA	Music (2011)
	MFA	Art (2011)
	MS	Kinesiology
	MS	Special Education (2010)
2016	**MS**	**Information Systems and Technology***

SAN DIEGO STATE

2015	BFA	Graphic Design (2012)
	MFA	Film, Television, and Digital Media (2012)
	EdD	Special Education (with UCSD) (2010)
	PhD	Communication (with Fielding Graduate Institute) (2012)
2015	PhD	Hearing Science (with UC San Diego)
	PhD	Social Work (with USC)

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates are in parentheses and may stay on the CSU Academic Master Plan until five years after original implementation date.

*Newly proposed for trustees "planning authorization." Implementation subject to review and approval by the chancellor.

SAN FRANCISCO STATE
No programs are projected at this time.

SAN JOSÉ STATE
No programs are projected at this time.

CAL POLY SAN LUIS OBISPO

2015	BS	Marine Science
	MEng	Civil and Environmental Engineering
	MPS	Forage and Feed Science
	MS	Nutrition (2012)
2016	**BS**	**Environmental Product Design***
	BS	**Health Science***
	BS	**Sustainable Designed and Built Environments***
	MA	Disaster Management and Homeland Security (2011)
	MS	Architectural Engineering
	MS	**Business Analytics***
	MS	Food Science

SAN MARCOS

2015	BA	Ethnic Studies (2010)
	BA	Theatre
	BS	Communicative Sciences and Disorders
	MS	Kinesiology--*pilot*
	MS	Speech Language Pathology
2016	BA	Arts, Media, and Design
	BA	Philosophy
	BA	Music
	MS	**Cybersecurity***
	MS	Health Information Management
2017	MS	Chemistry
2019	**BS**	**Computer Engineering***
	BS	**Software Engineering***
2024	**BS**	**Electrical Engineering***

SONOMA STATE
No programs are projected at this time.

CSU STANISLAUS

2015	MA	Teaching (2009)
	MS	Digital Media and Visual Anthropology—*pilot* (2011)
2017	**MFA**	**Theatre Production***

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates are in parentheses and may stay on the CSU Academic Master Plan until five years after original implementation date.

*Newly proposed for trustees "planning authorization." Implementation subject to review and approval by the chancellor.

Assessment Conducted Through Program Review:
Student-Learning Outcomes, Findings, and Improvement Actions
Conducted in 2013-2014

This report lists a sampling of the student-learning outcomes for each program reviewed, a summary of the findings from student-learning outcome assessments, and brief descriptions of improvement actions. Please note that some programs do not assess all expected student-learning outcomes each year.

The abbreviations "SLO" and "PLO" refer to student-learning outcome and program-learning outcome respectively. General education is abbreviated as "GE."

California State University, Bakersfield

Nursing, BS
Students will successfully pass the RN licensure examination (NCLEX).

Students in the winter capstone nursing course were assessed for their understanding of basic nursing practice as indicated by scores on the Registered Nurse (RN) Comprehensive Predictor exam. Test results indicated that 88 percent of all students met the required 74 percent benchmark. A score of 74 percent is aligned with a 95 percent predicted probability of passing the National Council Licensure Examination-Registered Nurse (NCLEXRN) examination. Student success on the RN Comprehensive Predictor exam guides faculty remediation efforts since they can procure a list of topics related to missed items in the individual and group score reports. The faculty have implemented the following changes to course content: reduced class size and added more practice in the computer lab to improve access for computer testing, established appropriate benchmarks and acceptable percentages in each course before the capstone experience, and reviewing Assessment Technologies Institute (ATI) data to evaluate effectiveness for each course.

Sociology, BA/MA
Students will understand theoretical perspectives of sociology and be able to apply them to interpret everyday life.

Students critically reviewed select sociological concepts and applied them to the examination of a specific social phenomenon. Assessment results indicated mixed success. In the area of terminology, approximately 70 percent met or exceeded expectations, approximately 60 percent met or exceeded expectations by demonstrating their understanding of several theoretical paradigms, and another 74 percent of the students met or exceeded expectations in application. These results indicated that most students accomplished the goals of the course, including

understanding the building blocks of theoretical perspectives and applying them to real life conditions. Some students were able to meet and exceed expectations in large part because the class examined social dynamics and social interactions. The faculty will continue to improve student learning by implementing the following changes to the course: include in-class quizzes focused on terms; intentionally relate paradigms to current events; develop in-class learning communities to give more "hands on" practice using terms and applying theoretical perspectives to everyday life; and provide in-class opportunities to students to share their papers with someone else for comments before submitting final drafts to improve student writing.

Environmental Resource Management, BS
Students should be able to understand the legal, political, and economic policy processes as they relate to environmental issues.

In an upper-division fall class, approximately 90 percent of all students were able to identify the stages of policymaking using a bio-fuels case study. The faculty also wanted to assess students' knowledge of political resources but disaggregated that element of the SLO because of its significance. That objective will be measured in subsequent years.

Liberal Studies, BA
Students will be able to read and correctly interpret texts from all basic arts and sciences fields.

Students in an online course on the structure of the English language met the target for the course's learning outcomes. Systematic examination of student learning of modern English phonology, morphology, and syntax language structure and components as measured by pre- and post-tests indicated that: liberal studies majors had a high value added and some students who had "the farthest to go" gained greatly from their learning experience; even "better" students were able to take advantage of the course content (improved outcomes between pre- and post-test); and total units were negatively correlated indicating that students who had completed more units did not gain as much from the courses as those with fewer completed units. Since the course is fundamental to external validation of understanding of language development in children, these assessment results provided verification that the course is at an appropriate level.

California State University Channel Islands

Economics, BA
Students will be prepared for employment in a variety of public and private organizations and for further study in graduate or professional schools; apply economic analysis to evaluate everyday decisions and policy proposals; propose viable solutions to practical problems in economics; use empirical evidence to support an economic argument; conduct statistical analyses of data, and

interpret statistical results; and communicate effectively in written, spoken and graphical form about economic issues.

The economics program administered a test to assess students' knowledge of pre-requisite material in the following core economics courses: Econ 110, Econ 111, Econ 310, Econ 311, and the economics capstone. A comparison of quiz scores across all sections suggests that students come into the course less prepared than desired, usually scoring below 60 percent on the quizzes covering pre-requisite material. There is some evidence that students in the evening Econ 110 class are less prepared than those enrolled in morning and afternoon classes. There is some evidence that the group of students coming into intermediate-level courses is less prepared in several areas. This may reflect transfer students coming in less prepared than incoming freshman. Students performed particularly badly in questions requiring knowledge of percentage changes, real versus nominal values, and general high-school algebra. According to results from the quiz taken by capstone students, high school algebra seems to be a strong predictor of success in the economics program.

It is worth noting that any collection or analysis of data for the economics program, independent of the business program, remains an emerging effort, and was an area of improvement noted in the economics program review. Therefore, the economics program is currently drafting an assessment plan which allows faculty to assess one or two program-learning outcomes per year so that prior to their next review, they will have data and proposed modifications on the other six of their seven outcomes. As a result of their program review, economics produced an action plan.

Information Technology, BS

Students will demonstrate critical thinking and problem solving skills by identifying, evaluating, analyzing and presenting fundamental software solutions and their applications; demonstrate the knowledge of current computing practices and broad technology use in industry and society, including a working knowledge of software development techniques; be cognizant of emerging new technologies and industrial practices connected to the computer industry; demonstrate communication, research and cooperation skills by working effectively with others in interdisciplinary group settings--both inside and outside the classroom; and demonstrate a sense of exploration that enables them to pursue rewarding careers in high-tech and bio-tech industries with life-learning.

Student-learning outcomes data are not available yet. The program began in 2005 as a completion degree in partnership with local community colleges. The program found that it attracted more native freshmen and non-partner transfers and identified a need to better distinguish its outcomes from those of the computer science program. The program began a complete restructuring in 2011, which included the new outcomes listed above.

Political Science, BA

Students will write clearly and with purpose on issues of international and domestic politics and public policy; participate as a civically engaged member of society; analyze political and policy problems and formulate policy options; use electronic and traditional library resources to research key local, state, national and international policy issues and present results; demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis; demonstrate critical thinking, including the ability to form an argument, detect fallacies, and martial evidence about key issues of public policy and politics; discuss the major theories and concepts of political science and its subfields; and deliver thoughtful and well-articulated presentations of research findings.

The program has implemented an assessment plan that involves the annual evaluation of one program-learning outcome. This year, demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis was assessed.

Forty-eight student capstone projects, completed during the period between fall 2012 and fall 2013, were evaluated using a rubric designed to assess student competency conducting social science research. Findings revealed students were not using quantitative methods taught in the social science statistics class in their analyses.

Not a single capstone project (of the 48 capstone papers completed by program students over the past three semesters), used any statistical technique whatsoever in their analysis. The overall inclusion of qualitative methods of analysis was better in the papers.

Based on this data, the social science statistics course (POLS 303) will be revisited. Based on preliminary discussions by program faculty, there is a range of opinions as to how to modify the curriculum (for example, eliminate the course requirement, alter the statistics course into a more broad political analysis class, replace the course with a political science specific approach to statistics). Another possibility is to eliminate the capstone altogether and replace it with a senior seminar that does not require original student research.

Sociology, BA
Students will demonstrate an understanding of the role of evidence in the social sciences and how to conduct both quantitative and qualitative sociological research; demonstrate effective communication, written and oral, about the field of sociology; demonstrate substantive knowledge of core areas and controversies in sociology and the ability to think critically about them; and demonstrate an understanding of the history and evolution of the discipline of sociology.

For oral communication, the fall capstone students were divided into six groups. Three of the six groups received consistently high marks across all of the raters for delivering a clear message in

a compelling manner, for engaging the audience appropriately, and for message delivery. What was assessed less successfully was how well the substance of an argument is developed. Assessment of the capstone papers across the six groups completed in the spring semester underscores the need to consider the wide range of students' relative written communication skills. Using general education rubrics, all students scored between "developing" and "highly developed."

For written communication, a subset of ten papers was chosen to represent the class; faculty read each paper and assigned an overall ranking based on the same general education rubrics. Faculty raters judged the written essays nearly a full point lower than oral presentations, rating student capability as ranging from "emerging" to "developing" in their written work and ability to appropriately use the sociological method, identify theoretical perspectives, and sustain an argument.

The results led to faculty discussions on what kind of a capstone experience is possible and positive for students as the program moves forward. Sociology faculty believes that the capstone course is valuable, as students gain a great deal from the individualized learning experience and attention they receive. Faculty also value student work culminating presentations, which is often less about the quality of the work itself and more about marking students' progress.

Faculty feels it is important to reflect on the rest of the curriculum and address issues faced by transfer students who are in the program for only a year or two. Sociology would like to see an improvement in the overall quality of capstone reports and therefore intends to increase the number of writing assignments in prerequisite courses. In addition, faculty will revisit their curriculum. Modifications will soon be underway in the possible form of a seminar for transfer students from community colleges to help set the stage for program expectations. Additionally, the exercise of program review led faculty to consider how they might better incorporate the steps of doing research and using theory in all of their undergraduate courses leading up to the capstone course.

California State University, Chico

Communication Design, BA

The program assesses five student-learning outcomes: 1) to write and think critically; 2) to recognize the principal theories and practices of mediated communications; 3) to identify the issues and ethics of the media professions; 4) to understand the design process; and 5) to be technologically and visually literate.

Assessment of SLO 1 revealed that students were underperforming. In response, the faculty redesigned the course where this outcome is assessed from a three-hour lecture based course, to two hours of lecture and two hours of activity. The activity portion of the course allows the

faculty to interact more intensively with students on their writing and provide multiple opportunities for feedback. The department will continue to assess this outcome to examine impact on student performance.

Economics, BA
Economics assesses six student-learning outcomes: 1) to apply the market model to explain and predict price changes and economic behavior in individual markets; 2) to identify and assess the opportunity costs involved in any economic activity, whether the decision-maker is in a household, a business firm, or a social organization; 3) to apply mainstream macroeconomic theory to explain and predict events in the aggregate economy, including roles played by fiscal and monetary policies; 4) to identify economic issues and problems, gather data needed to evaluate them, and analyze the data to gain insights into economic behavior and formulate possible solutions; 5) acquire and develop an in-depth understanding of several specialized areas in economics, thereby learning how to apply microeconomic and macroeconomic theory to specific policy issues; and 6) to communicate with written and spoken word in the discipline.

Most recently, the department assessed SLO 6 (written and oral communication) and SLO 2 (assess opportunity costs). On SLO 6, 93 percent of the students performed at or above the minimum standard established by the department. In contrast, on SLO 2, only 11 percent of students exceeded the minimum standard. The department is reviewing introductory level curriculum to ensure that students are receiving clear and consistent information on this topic. The department is also adopting a nationally validated set of questions on this core economic principle from the Council on Economics Education, to ensure that the assessment process is valid.

German, BA
The German program assesses four student-learning outcomes: 1) to understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics; 2) to develop advanced proficiency in the written expression of the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics with fluent and coherent organization, a sophisticated range of vocabulary, complex language constructions, and mastery of mechanics; 3) to develop advanced proficiency in reading comprehension, in order to be able to analyze and interpret authentic texts from the target language and culture, and 4) to achieve the necessary target cultural literacy in order to analyze and interpret cultural and literary texts and traditions as they emerge from their context; and, 5) by exposing the students to competing narratives, they will develop the foundation for a pluralistic cultural literacy.
In examining SLO 3 (reading comprehension), students in German 102 and 301 were assessed for reading comprehension, appropriate to their learning level. All students in German 102 performed at a satisfactory level. At the 301 level, 83 percent of students (five of six assessed) performed at a satisfactory level. Students in German 301 receive intensive support from faculty

to achieve proficiency. This practice will continue and no substantive curricular changes are planned.

Latin American Studies, BA
Latin American studies defines ten learning outcomes: 1) students can describe key elements of two or more of these domains (geography, environment, politics, economics, social and cultural systems and/or literature and arts) with broad regional and temporal scope; 2) students can read basic text in Spanish and respond orally or in writing to questions derived from that text; 3) students read texts from two or more disciplines and summarize, compare, and synthesize the material in a coherent written essay; 4) students can write a coherent essay on two or more of the domains mentioned in SLO 1 and/or make an effective oral presentation of this material; 5) students can describe, contrast and summarize patterns of cultural diversity in at least two regions of Latin America; 6) students can describe, give examples and summarize current social and political issues in at least two regions of Latin America; 7) students can identify, describe and appraise cultural practices and products from Latin America; 8) students can identify, discuss and analyze the impacts of globalization on the economies and societies of Latin America; 9) students can write an essay or make an oral presentation that recognizes and compares differing world views and explains their social significance for the people of Latin America, and; 10) students can identify and describe the cultural products or performances of differing cultural groups in Latin America and explain the benefits of pluralism to world society and culture.

The program assessed ten papers from the capstone seminar to assess SLO 8, impacts of globalization. None scored at or above the satisfactory level. All papers dealt substantially with indigenous people in Latin America and examined the impacts of globalization on these diverse populations. The faculty adopted a writing process in the capstone seminar that takes a multi-stage approach to writing. This has proved effective and the faculty would like to extend this process.

Philosophy, BA
Students will 1) explain theories and arguments of major philosophers, from major areas of philosophy; 2) be aware of developments in contemporary philosophy; 3) abstract, analyze, and construct logical arguments and recognize fallacies, using formal and informal methods of reasoning, including conceptual analysis; 4) interpret philosophical texts from a variety of traditions with sensitivity to context; 5) use specialized philosophical terminology; 6) employ standard methods of philosophical research, including awareness of print and electronic resources; and 7) compose an essay in philosophy that demonstrates clear thought, depth of understanding, ability to apply philosophical methods, and mastery of relevant writing skills.

Faculty assessed SLO 7. Sample term papers were assessed as "poor," "adequate," or "polished." No papers were found to be poor. Forty-two percent were "polished," and 58 percent were "adequate." The program just completed its five-year review this year. After running through the

"cycle" of seven SLOs, students perform well in this capstone SLO. But through the assessment process in previous years, some concerns about writing in the major emerged. A redesign of the major is forthcoming. Part of the action plan in the five-year review is a reconsideration of the SLOs, rubrics, and program mission statement.

Spanish, BA
Spanish student-learning outcomes parallel those of the German BA. Students will 1) understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics; 2) interact successfully in a variety of practical and academic situations; 3) develop advanced proficiency in the written expression of the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics with fluent and coherent organization; 4) possess a sophisticated range of vocabulary, complex language constructions, and mastery of mechanics; 5) develop advanced proficiency in reading comprehension, in order to be able to analyze and interpret authentic texts from the target language and culture; 6) achieve the necessary target cultural literacy in order to analyze and interpret cultural and literary texts and traditions as they emerge from their context; and, 7) by exposing the students to competing narratives, they will develop the foundation for a pluralistic cultural literacy.

Spanish program faculty assessed reading comprehension last year. Thirteen quizzes were administered over the course of the semester, and for each of the quizzes at least 90 percent of the students passed with at least a C. This would be indicative of an "intermediate high" on the American Council on the Teaching of Foreign Languages scale. Of those, about 35 percent earned an A on each quiz. No curricular changes are contemplated based on these assessment results.

California State University, Dominguez Hills

Anthropology, BA
Students will summarize the evidence and processes of world cultural development and the basic sub-disciplines of anthropology; understand basic anthropology theory and methods and can explain how these relate to the conduct of fieldwork and research; and demonstrate in-depth knowledge of specific cultures.

The program completed curriculum mapping given the revision of learning outcomes and changes in the discipline. The program has set expectations that 85 percent of students will achieve basic competency with a letter grade of C or better, and the program has identified courses with course work aligned to each learning outcome. Four courses were examined given specific assignments linked to learning outcomes. Analysis of student grades, as well as mean scores on specific assignments, indicates that 85 percent or more of the students have achieved the learning outcomes.

The core faculty for ANT 388 recommended establishing passing the Graduate Writing Exam (GWE) as a prerequisite for taking ANT 388 (a writing intensive course).

Applied Studies, BS
Students will design a professional development plan for a future career which may include changes in careers or objectives; and demonstrate integration of technical, management, and liberal arts knowledge and skills in the current work settings.

For this review period, these SLOs were assessed based on a capstone writing assignment and career plans in APS 490. A rubric was used for evaluation of the assignment. Results noted a basic understanding of technical, management and liberal arts knowledge for a majority of the students, but not integration. As a result, the capstone assignment was revised and additional course activities were developed for students to practice comparison and application of contrasting knowledge concepts.

California State University, East Bay

Business Administration, BS
Students will recognize and recall foundation knowledge relevant to business management; integrate and think critically across functional areas to solve business problems; understand and apply quantitative methods and tools in evaluating business problems; apply technology to analyze business problems; apply effective oral communication skills; apply effective written communication skills; apply effective team working skills; and understand ethical issues and derive solutions for ethical problems.

Students performed well in ethical responsibility and integrative and strategic perspectives. Areas for improvement include data-driven decision making and communication and teamwork.

The dean provided instructional improvement grants to address coursework in supply chain management to improve data-driven decision outcomes. Changes to the capstone course to emphasize group projects were implemented. A new communications workshop series is under development. A business simulation program has been implemented in the capstone course.

Business Administration, MBA
Students will recognize and analyze legal and ethical issues in decision making; identify global business opportunities, analyze global business challenges, and develop business strategies; apply advanced written communication skills; apply advanced oral communication skills; demonstrate leadership and teamwork skills; analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems; and perform quantitative analyses and apply advanced technological tools to solve complex business problems.

Overall, leadership, teamwork and communication skills met performance targets, while legal and ethical decisions and data-driven decision-making showed room for improvement.

The MBA program has been revised to cover a more general, common body of business knowledge that has resulted in increased ability among MBA students to integrate their business knowledge from different functional areas.

Economics, BA
Students graduating with a BA in economics will recognize and recall microeconomic principles; recognize and recall macroeconomic principles; demonstrate effective oral communication skills in presenting coherent, logical economic arguments grounded in economic theory; demonstrate effective written communication skills in presenting coherent, logical economic arguments grounded in economic theory and methods in writing; and employ mathematics and statistics to solve economic problems.

General economic knowledge was assessed through an examination and two-thirds of students show complete proficiency. Communication and technology use show proficiency in the 96-100 percent level. Faculty report they will continuously review and revise curriculum as needed.

Economics, MA
Students will show an advanced understanding of economic theory; show an advanced understanding of econometrics; apply economic theory and methods to strategic and policy issues; and examine and analyze economic data using appropriate specialized software.

Assessment of the new curriculum and student-learning outcomes is under development.
However, through an instructional improvement grant, the faculty found that the MA program would benefit from being more quantitative in nature; the curriculum is being revised.

Environmental Science, BS
Students will apply knowledge of the principles of form, function and organization of organisms at the levels of molecules, cells, tissues, organs, organisms, populations, and communities; apply knowledge of the fundamental principles of chemistry, chemical structure, bonding, equilibrium, dynamics, and reactions, as well as classes of organic compounds and reactions; characterize the nature and distribution of earth materials, the processes by which the materials are formed and altered, and the nature and development of the landscape; synthesize knowledge of the major components of the physical environment, including landforms, climate, vegetation, and soils; critically analyze environmental issues through the evaluation of scientific literature, and present their positions clearly and persuasively in written and oral form.

All students met the desired level of achievement of the program-learning outcomes that were

assessed via the senior seminar course. However, room for improvement was noted in the area of communication of discipline-specific information.

Faculty members are reviewing the results to determine appropriate improvement actions.

Geology, BA/BS
Students will identify and classify geologic materials, including minerals, rocks, and fossils, and know their material and/or biological properties or characteristics; collect, organize, and analyze qualitative and quantitative data from both field and laboratory investigations such as lithostratigraphic and biostratigraphic correlations, geologic maps, geophysical surveys, cross-sections, soil tests, and geochemical and groundwater quality analyses; synthesize, interpret and critically analyze geologic datasets (2D and 3D) and reports using discipline-specific methods, techniques, and equipment; critically analyze geological and environmental issues through the evaluation of scientific literature, and present their positions clearly and persuasively in written and oral form; and understand geologic time, evolution, earth's place in the universe, and global-scale processes such as plate tectonics, earth systems interactions, and climate change.

The vast majority of students are successfully achieving desired learning outcomes based on their accomplishments in course activities. Most of the students in the capstone course demonstrate mastery of PLOs; all students have demonstrated at least adequate competency.

Continually monitoring individual students by instructors and advisors on a quarterly basis allows the identification of students who require additional help in achieving specific learning goals. It allows faculty to either work with them on an individual basis, or direct them to appropriate resources.

Geology, MS
Students will conduct independent geologic research, including preparation of a project or thesis of high enough quality to be presented at a professional meeting; write a technical report based on research carried out on behalf of an employer; evaluate reports written by other earth scientists, and to use written materials and data sets available from the library and internet; and communicate complex geological concepts.

Assessment of learning outcomes show that all students but one have achieved the desired achievement levels. Faculty will continue to monitor assessment findings and make modifications as needed.

Hospitality and Tourism, BS
Students will analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references; demonstrate significant knowledge of effective leadership and teamwork strategies, management skills, and evaluation of service quality and

consumer needs through investigation and practical experience; articulate clearly (speak and write) ethical, philosophical, historical, and current practices and administrative foundations of the profession; and demonstrate techniques that contribute to a work place culture of dignity and respect.

Assessment results over the last five years have shown that critical thinking, research, and professional knowledge are areas for improvement. As a result, research assignments will include citation requirements to improve this skill. Professional knowledge assignments will be revised to require additional research and discussion. Critical thinking assignments will be deliberately designed and expectations will be better defined.

Recreation, BS
Students will analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references; demonstrate significant knowledge of effective leadership and teamwork strategies, management skills, and evaluation of service quality and consumer needs through investigation and practical experience; articulate clearly (speak and write) ethical, philosophical, historical, and current practices and administrative foundations of the profession; demonstrate techniques that contribute to a culture of dignity and respect in the workplace.

Assessment results over the last five years have shown that critical thinking, research, and professional knowledge are areas for improvement.

Research assignments will include citation requirements to improve this skill. Professional knowledge assignments will be revised to require additional research and discussion. Critical thinking assignments will be designed and expectations will be better defined.

Recreation and Tourism, MS
Students will analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas, and provide relevant references; demonstrate significant knowledge of exemplary leadership and teamwork strategies, innovative and effective management skills, and evaluation of service quality and consumer needs through professional experience; articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession; and develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.

Assessment of the master's program is in the planning stage.

Kinesiology, BS
Students will demonstrate the ability to synthesize and apply perspectives from the humanities, and the social, behavioral, and life sciences (cross-disciplinary knowledge); use disciplinary knowledge to design and implement innovative professional application (problem solving); characterize thought processes by the exploration of discipline-relevant issues, ideas, artifacts, and events before accepting or formulating a perspective (critical thinking); use contextually-grounded and compelling content to articulate physical activity issues in both oral and written form (communication skills), and demonstrate professional dispositions – such as integrity, personal and cultural sensitivity and collaboration, as well as commitment to social justice for physical activity participants when leading others in a kinesiology-relevant domain.

An assessment of critical thinking showed that graduating kinesiology majors demonstrate minimally developed critical thinking skills.

Faculty plans to create a standardized signature assignment for assessment purposes. A rubric will be used as a guideline for discussion of current pedagogical practice at the next faculty retreat.

Kinesiology, MS
Students will demonstrate the ability to synthesize and apply perspectives from the humanities, and the social, behavioral, and life sciences; use disciplinary knowledge to design and implement innovative professional application; characterize thought processes by the exploration of discipline-relevant issues, ideas, artifacts, and events before accepting or formulating a perspective; use contextually grounded and compelling content to articulate physical activity issues in both oral and written form; demonstrate professional dispositions – such as integrity, personal and cultural sensitivity, and collaboration – as well as commitment to social justice for physical activity participants when leading others in a kinesiology-relevant domain.

Assessment of the graduate program is in the planning stage.

Public Administration, MPA
Students will lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry; participate in and contribute to the policy process; analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies; articulate and apply a public service perspective; communicate and interact productively with a diverse and changing workforce and citizenry.

The student-learning outcomes were updated very recently and assessment results are not available. Earlier assessment based on previous learning outcomes showed that all students

achieved proficiency. Faculty meets and discusses assessment results at the fall retreat and makes adjustments as indicated.

California State University, Fresno

The campus reported that programs scheduled for program review needed additional time to complete the assessment, analysis, and reporting process. SLO assessment results will be included on the next program review report in January 2016.

California State University, Fullerton

Art, BA/BFA/MA/MFA
The 2014 National Association of Schools of Art and Design (NASAD) accreditation report was accepted in lieu of a program performance review (PPR).

Students achieve core competencies in foundation principles, project-based learning, and independently initiated projects.

Patterns of conflicts in course scheduling "blocks" were identified. Students were limited to the days and times for taking required courses. Student achievement was deemed compromised because students often took classes out of sequence and class use was inefficient.

Class-scheduling patterns were adjusted to create compatible days and times for all department classes.

Long-time administrators have either recently left/retired or are about to leave/retire. As a result, the department, working with the Office of Assessment and Educational Effectiveness, (OAEE), is engaged in developing new strategic goals and specific three to five year plans, as well as developing and implementing new college-level student learning goals, program-level student-learning outcomes and an assessment plan that follows the university six-step assessment process. In addition, the department is developing new, student-centered practices to remove bottlenecks and assist students with completing their degrees in a timely basis.

Dance, BA
The 2014 National Association of the Schools of Dance (NASD) accreditation report was accepted in lieu of a program performance review (PPR).

Graduates will be competent and reflective practitioners of the art of dance.

Dance faculty assesses students each semester through both the dance concert performance and a series of showcase performances. The faculty meets monthly and assesses the strengths and weaknesses of the students. A mid-year assessment of students who need to achieve the fourth level of either ballet or modern for graduation is planned.

The visiting team recommended the development of a system where feedback given to students is documented in writing and included in student files (electronic or hard copy). The unit was asked to consider developing proficiency standards for each level of technique in ballet and modern to clarify further the process to students. The Department of Theatre and Dance is developing new college-level student learning goals, program-level student-learning outcomes and an assessment plan that follows the university six-step assessment process.

Music, BA/BM/MA/MM
The 2014 National Association of Schools of Music (NASM) accreditation report was accepted in lieu of a program performance review (PPR). Details of assessment activities were not reported. As such, only the assessment approach is described.

Students will be competent and reflective practitioners of the art of music through the study of cultural diversity, musical literature and criticism as expressed in a final synthesis essay for MUS 462.

Synthesis essays are analyzed for trends regarding successful and unsuccessful outcomes. Noted trends are shared among world music faculty. Expectations and strategies for success will be clarified and disseminated to faculty and students as appropriate.

The department has an existing assessment plan and timeline and it is in the process of implementing the plan. The department is currently refining the student-learning outcomes, as well as the associated assessment activities.

Child and Adolescent Development, BS
Students will write in American Psychological Association (APA) style and effectively take purpose and audience into account.

A senior paper signature assignment representing a final product without faculty scaffolding was scored with a rubric. Students met competency in formatting and content, but were challenged in APA style for in-text citations, reference page, syntax and mechanics, synthesis and narrative style.

Online support tutorials requested by department faculty to enhance student writing (grammar, plagiarism) were created. Department expectations for “essentials” in APA style were identified and posted. APA style tutorials were posted. Faculty workshops on writing instruction were held.

Criminal Justice, BA
Students understand how crime is measured and how criminal justice research is conducted, including the skills needed to be a knowledgeable consumer of criminal justice research; and have the opportunity through internships to experience the criminal justice system directly.

For the first SLO, a pre-test at the start of class and a post-test at the end of class in two sections of course CRJU 340 were administered. A measurement of learning was accomplished by comparing the test scores in this sample.

Class	Pretest	Post-test	Percentage Change*
CRJU-340	41%	78%	+ 93%
CRJU-340	42%	76%	+ 83%
*Percentage change is calculated as [(post-test-pretest)/pretest]			

For the second SLO, small focus groups comprised of criminal justice majors were conducted. Results indicated areas for improvement including the desire for more hands-on experience, whether that is through internships, field trips, guest speakers, greater involvement in existing groups within the major, and campus-sponsored job fairs. Further, students suggested offering more class times for classes like CJ-340 Research Methods, offering more online classes, and hiring more professors with different areas of interest and experience.

The program indicated that they are currently overhauling their assessment process and data to demonstrate changes in teaching and learning practices. External reviewers echoed the need to strengthen the connection between current assessment activities and changes in curriculum or teaching practices.

The department was encouraged to create a program-based assessment plan that gathers direct and indirect evidence and use it to reshape their curriculum and their teaching practices.

Psychology, BA/MA/MS
Students can apply psychological theory to scientific questions and real-world problems.

Ten student papers from PSYC 351 consisting of a single assignment applying psychological theory to solve an applied problem were scored with a rubric by two raters. The success rate was 90 percent, therefore, the student-learning outcome was considered met.

MA and MS programs are assessed through an evaluation of students' theses.

When an SLO is not adequately met, feedback is given to the curriculum committee, which will then implement changes in the curriculum.

The department was encouraged to strengthen assessment efforts by further demonstrating how evidence is used to reshape their undergraduate and graduate curriculum. Work on improving PSYC 101 pass rates and creating a capstone class should continue. Additionally, the department should better correlate MA and MS admissions decisions to match the availability and research interests of faculty, and develop a tracking system to monitor the post-graduate professional experiences of their MA and MS alumni.

Sociology, BA/MS

At the undergraduate level, students will understand the design of research, including: 1) sampling, measurement, and data collection; 2) sampling design construction that illustrates the principles of random selection and stratification; 3) identification of possible measures of concepts; 4) distinguishing between reliability and validity; and 5) identifying the strengths and weaknesses of alternative methods of data collection.

At the graduate level, students will understand sociological imagination, possess research skills and knowledge, and develop communication, professionalization, and leadership skills.

SLO 5 was measured in spring 2013 by giving an assessment to 167 students who were either in a 300- or 400-level sociology course. Most of the students were sociology majors (73 percent). About half of the questions were answered correctly, and this number improved from 300-level students (51 percent) to 400-level students (57 percent). Some aspects of the SLO (such as an understanding of research methods) were achieved by a high percentage of students (about 80 percent), whereas other aspects needed improvement, as only a minority of students responded successfully (about 35 percent).

The main measure of graduate assessment is conducted in the terminal option; thesis, project or comprehensive examination. The quality of a thesis or project is maintained by the graduate committee, which ensures that it is well designed. In the case of comprehensive exams, students are provided the opportunity to take as many exams as needed up to two times. Although four students have failed one or more exams the first time in the last five years, with additional studying, all have been able to pass the second time, and complete their MA.

Faculty has been organized into concentration areas to highlight core areas of teaching and research expertise; these faculty direct students to faculty for mentorship, research opportunities, and course instruction. Faculty organizes meetings with part-time faculty to align full and part-time faculty's teaching best practices, departmental and course SLOs, and course substance. Additionally, syllabi for all core courses have been aligned with course and department SLOs.

In the near future, the graduate committee hopes to formalize the areas for comprehensive exams including a bibliography, faculty in the area, and sample questions and post these on a new

website. Students will then be able to plan ahead in their studying of theory, stats/methods, and substantive areas. It is anticipated that this will improve first time pass rate, and improve the quality of the work of those passing (e.g., more high passes and fewer low passes). In addition, changes to the sequence of courses and/or reorganization of the sequence and content of the methods sequence are being considered.

The department was advised to revise its undergraduate curriculum and integrate more high-impact practice experiences into courses, and consider reinstating a capstone course or experience as a major requirement. Additionally, it is suggested to rethink the sequencing of the MA courses and work on decreasing the time to degree rates for MA students.

Earth Science, BA
Geology, BS/MS
The Department of Geological Sciences submitted a combined program performance review (PPR) for three degree programs.

BA Earth Science: The department is delaying the institution of a formal assessment program for two to three years to allow time to resolve any obvious administrative or structural problems with the relatively new BA program, established fall 2011.

BS Geology: Students will describe, integrate, and interpret data; read, interpret, and construct graphical or spatial representation of data; apply concepts of geologic time; apply and/or integrate aspects of math and/or other related fields; relate earth science to its broader impacts on society; perform research by applying the scientific method; and effectively communicate research results and interpretations.

MS Geology: Assessment activity for MS Geology was not described in the 2013-14 PPR, and is currently in the process of development.

BS Geology: The BS in Geology is assessed via the undergraduate thesis (GEOL 498) using a rubric which rates each of the SLOs on a scale of 1 (insufficient) to 5 (excellent). Eleven theses were assessed in this initial exercise. The results are summarized below.

Student-learning outcome	Number of theses that address the outcome	Average score (only including theses that address the outcome)	Number of theses that score sufficient or higher
1. Skills, concepts, and processes			
a. Describe, integrate, and interpret data	11	3.6	10
b. Read, interpret, and	11	3.7	10

construct spatial representation of data			
c. Apply concepts of geologic time.	10	3.2	8

2. Integrative approach to Earth science problems

a. Apply and/or integrate aspects of math and/or other related fields.	11	3.2	8
b. Integrate earth systems and cycles.	11	2.5	7
c. Demonstrate and/or relate the role of earth sciences in everyday life.	4	1.5	1

3. Scientific method

a. Perform research by applying the scientific method	11	3.0	7

This assessment suggests that students are achieving most of the desired learning outcomes for the BS degree. Students performed particularly well on the SLOs related to the collection, description, and analysis of data. Students also demonstrated a sufficient mastery of the scientific method and were sufficiently able to apply and/or integrate concepts and principles of math, chemistry, physics, and biology into their work.

The primary area of concern found during the assessment was students' ability to integrate earth system and cycles and demonstrate the role of the earth sciences in everyday life. It is possible these deficiencies are not necessarily indicative of students' actual mastery of the learning outcomes, but flaws in both the assessment rubric and the way the thesis assessment are administered.

The faculty agreed to place greater emphasis on broader impact topics when advising students in the final writing stages of their theses. The department also plans to make the evaluation rubric available to students so that they understand their expectations in advance.

For the BA program, the department's priority is to develop assessment strategies in the capstone courses (GEOL 470 and 420) or a new capstone course GEOL 4XX. For the MS program, they will assess the thesis in a similar fashion to the BS assessment.

General Education
Students taking courses in subarea A2 will develop and present clearly written messages in English; express and advocate ideas clearly and effectively in writing; present well organized written messages exhibiting sound reasoning and advocacy that depend on the critical evaluation of relevant information; understand the rhetorical principles that underlie form, content, context, and effectiveness of choices made in written messages including how matters of style affect successful communication; improve one's own writing skills through the critique of the writing of others; and use writing to synthesize creative and innovative ideas, solutions, and knowledge.

In spring 2010, a single scoring rubric, which can be used for assessing writing across disciplines and over time, was pilot tested in several sections of Introduction to College Writing. In terms of focus, analysis and organization, and readability and style, the essays from the introductory course were most frequently rated as "developing" and "proficient." The findings also indicated that students in the introductory classes scored lowest in the area of readability and style.

While it is possible that additional instruction would be helpful, this may also be an area in which skills development occurs outside of formal writing instruction. Given that this is likely the final academic writing instruction that students will have at CSU Fullerton, instructors may need to give more attention to students' analytic and organizational skills.

In 2011-2012, it became apparent to members of the GE committee that the prospect of carrying out such an ambitious assessment program was beyond the resources available to the committee. To address this issue, in spring 2012 an appeal was made to the Academic Senate to consider the creation of a new committee dedicated to assessment of GE. In fall 2012, a standing Committee on Assessment and Educational Effectiveness was formed. The piloting of new assessment plans in Areas C and D have been temporarily suspended until a strategy for assessing the GE program can be forged in collaboration with this new committee, although efforts in subarea C4 are proceeding according to the original plan.

Humboldt State University

Having revised the program review process and guidelines effective 2011-2012, at which time Humboldt moved from a seven-year cycle to a five-year cycle, the university had only one program scheduled for its periodic program review in 2013-2014. That program, art, requested a one-year delay to align its program review with its external accreditation schedule; that request was granted.

California State University, Long Beach

Aerospace Engineering, BS

Based on the Accreditation Board for Engineering and Technology (ABET) standards, students will carry out simplified design problems from the conceptual level to the realization of a manufacturing plan, or design complex systems; engage in projects that address economic and business aspects such as commercial viability; design and conduct experiments, as well as analyze and interpret data; articulate professional and ethical responsibility; build on their knowledge and be trained to be lifelong partners, pursuing and interested in independent study, research and development; possess good oral, written, and graphical communication skills; will be trained in the role of the engineer in society, and have an awareness of environmental concerns in the engineering profession; and have knowledge of contemporary issues and current projects in aerospace engineering, including the technical, design, and business challenges faced by the aerospace industry.

Results of assessments show that students remain fairly weak in solving real-world engineering problems and require further exposure to current industry standards and projects. To address this systemic concern, the department expanded problem solving in multiple courses, and the assessment committee will discuss questions on multiple section exams that remain problematic at mid-semester so that instructors can review those concepts with classes. Students also require improvement in oral and written communication. To address these issues, the department has reformatted MAE 390 to emphasize oral, written, and graphical communication skills by changing report format and structure. Finally, to address student weakness in the learning outcome of professional and ethical responsibility, the department expanded the modules addressing these issues in MAE 479.

Anthropology, BA/MA

Students are expected to possess an understanding and appreciation of human biological, linguistic, and cultural diversity, especially those features that separate humans from other species; an appreciation and awareness of the origin of both cultural and human biological diversity through time; a positive appreciation of the diversity in contemporary and past societies and cultures; an understanding of the three main anthropological approaches to the study of humanity: cross-cultural comparison, holism, and evolutionary theory, and the uses of each; familiarity with anthropological literature and data sources, and a knowledge of how to critically access such information; knowledge of the methodologies used to collect and assess critical anthropological data; the ability to present and communicate appropriately in at least one of the sub-disciplines of anthropology; knowledge of the history of anthropology (theoretical approaches) and the major current issues in the sub-disciplines; and an understanding and appreciation for the role of anthropology in the workplace and the real world.

The department's previous program-learning outcomes were difficult to assess because several lacked a degree of measurability. To improve this situation, the department has held faculty retreats to discuss the language of their outcomes and to ensure better coverage throughout the curriculum. The department invited the university director of program review and assessment to

its retreats to discuss language for learning outcomes, alignment, and curriculum development. It is in the process of rewriting its learning outcomes over this academic year and changing its curriculum to introduce a core set of three courses to cover the stated program-learning outcomes better.

Chemical Engineering, BS
Based on the Accreditation Board for Engineering and Technology (ABET) standards, students will apply knowledge of mathematics, science and engineering; design and conduct experiments, as well as analyze and interpret data; design a system, component or process to meet desired needs within realistic constraints; function on multi-disciplinary teams; identify, formulate and solve engineering problems; possess an understanding of professional and ethical responsibility; communicate effectively; possess the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and social context; recognize the need for engaging in life-long learning; possess knowledge of contemporary issues; and use the techniques, skills, and modern engineering tools necessary for engineering practice.

The Department of Chemical Engineering found that several of the learning outcomes were not being met. These include solving problems using mathematics and science, written and oral communication, and knowledge of contemporary issues and lifelong learning. The department has established both indirect and direct measures of learning to monitor these concerns. It has developed a short and long range plan to ensure that students are meeting the learning outcomes for the department.

First, to improve problem-solving abilities, the department changed the prerequisite structure to ensure that students are learning appropriate concepts at appropriate stages in the major. The department has also introduced appropriate and industry-standard software for student use. Second, to address issues of student familiarity with contemporary issues, the department developed new elective courses focused on emergent fields in chemical engineering, such as renewable energy and materials purification. To ensure that students engage fully with these concepts and to set a framework for lifelong learning, the department is developing a lab course focused on active learning. The department has also begun to encourage student participation in campus lecture series and economic forums. Finally, the department has created a longitudinal plan to improve written and oral communication as well as critical thinking and has established a partnership with the Writer's Resource Center and the Hauth Center for Communication Skills so students can utilize campus resources and services. All students are required to engage in peer editing of drafts and will submit multiple drafts of specific reports. In addition, to encourage writing in the discipline, students in ChE 330 will write several technical reports and memos.

Electrical Engineering, BS
Based on the Accreditation Board for Engineering and Technology (ABET) standards, students will apply the knowledge of math, science, and engineering that is required in the electrical

engineering (EE) profession; design and conduct electrical engineering experiments, as well as analyze and interpret data; design an electrical or electronic system or component to meet desired needs within realistic constraints; identify, formulate, and solve electrical engineering problems; use effective written and oral communication skills to understand different disciplines; possess knowledge of contemporary issues (not necessarily in engineering.); use the techniques, skills, and modern engineering tools necessary for electrical engineering practice; function on multidisciplinary teams; understand professional and ethical responsibility of engineers and the broad education necessary to understand the impact of engineering solutions in a global and societal context; continue to learn and improve new skills and knowledge; possess in-depth understanding in one area in electrical engineering.

The department has set in place a variety of assessment procedures, including an electrical engineering examination taken at the end of lower-division and again at the end of upper-division work. The department's assessment of student ability to apply mathematical principles to engineering problems and the ability to formulate and solve engineering problems has resulted in the increase of tutoring services available for students enrolled in three EE courses (210, 211, and 310). The hiring of senior-level tutors involved in these classes has resulted in higher student retention and pass rates. In addition, previous assessments determined that students lacked hands-on learning opportunities, so the department invested in new laboratory equipment so that students in mid-level EE courses have the opportunity to engage in active learning. Introduction of new equipment also resulted in increased collaborative learning.

Geological Sciences, BS/MS
Earth Sciences, BS
Students in all three programs are expected to write a professional-quality technical report; produce a reliable geologic map; have a broad understanding of scientific concepts; observe and describe natural phenomena and data; and think quantitatively and have the mathematical ability to do so.

The Department of Geological Sciences assessment reports suggest that students are strong in quantitative reasoning and the ability to explain natural phenomena, but their skills are not as strong in their abilities to write technical reports or produce reliable geographic maps. The department has responded to these results by creating a new class to improve students' field training. The department will also work with the director of program review and assessment to align its learning outcomes vertically and to make the learning outcomes more operational by expressing them in measurable language.

Kinesiology, BA/BS, MA/MS
At the undergraduate level, students are expected to understand the biomechanical, physiological, psychological, and sociocultural bases of human movement within and across diverse populations, historical periods, and environmental conditions and apply this knowledge

in academic and professional settings; apply their kinesiology-related knowledge and skills to think critically and ethically in examining issues and solving problems associated with their chosen sub-discipline; communicate effectively and persuasively, both verbally and in writing, in academic and professional settings; demonstrate the importance of physical activity in fostering optimal health by maintaining a physically active lifestyle; demonstrate professional and community engagement through participation in fieldwork, internships, and/or service learning activities.

Upon completion of the MA/MS Degree, students are expected to apply their kinesiology-related knowledge and skills to think critically and ethically in examining issues and solving problems associated with their chosen sub-discipline, communicate effectively and persuasively, both verbally and in writing, in academic and professional settings; and interpret, evaluate, and apply the professional literature of their chosen kinesiology sub-discipline.

The department regularly submits assessment reports for all program-learning outcomes. As a result of its assessments, it has transformed several fitness courses by introducing "hands-on" active learning components. The department created an introduction to kinesiology course that will be required of all majors to help them navigate the various sub-disciplines and make successful choices as to majors and minors. Further, the department has expanded its undergraduate curriculum by introducing a writing-intensive course focused on the social science aspects of the discipline of kinesiology.

Mechanical Engineering, BS
Based on the Accreditation Board for Engineering and Technology (ABET) standards, students are expected to apply knowledge of mathematics, science, and engineering; design and conduct experiments, as well as analyze and interpret data; design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; function on a multi-disciplinary team; identify, formulate and solve engineering problems; engage in professional and ethical responsibilities; communicate effectively; possess the broad education necessary to understand the impact of engineering solutions in a global and societal context; recognize the need for, and engage in, lifelong learning; and engage in contemporary techniques, skills, and modern engineering tools necessary for engineering practice.

While the department began a process of assessment based on its 2007 accreditation report, it had not systematically reported its findings to the university. It did find in its local assessments that the curriculum was not as well mapped to the PLOs as it might be.

As a result of its findings with regard to the curriculum, the department mapped its curriculum to its PLOs. It then mapped those PLOs to specific rubrics to be used for assessment purposes. It

has also established a system of indirect assessment, primarily through exit surveys, to triangulate the data.

As a result of its assessments, the department developed a final examination for MAE 330 based on the collaborative work of the four faculty members assigned to teach the course. In addition, they discovered a problem with their 471/472 courses in which the first was not listed as a prerequisite (though it was a requirement). The courses have been realigned so that students can properly develop and defend their capstone projects. This change required further revision of the curriculum to integrate material previously covered in 471 more completely throughout the curriculum and then through various "steps" of the 471/472 sequence. This led to better preparation of students in the area of system design and consequently better capstone projects.

Theatre Arts, MBA/MFA
Students are expected to produce professional level materials for public relations, press releases, brochures, grant proposals and development; acquire a broad, critical knowledge of both management practices and theoretical business practices; possess an in-depth knowledge of the theory and methodology of theatre and business; have an analytical and practical knowledge of emergent theatre and business strategies; and complete a documented original project pertaining to the chosen field of study.

The MBA/MFA is a new program and was reviewed in accordance with CSU policy on new programs. As a consequence, its assessments are rather new. Since the program is small, most assessment is course-embedded, though the faculty members monitor internships as well and use internships to obtain direct and indirect evidence of student learning. The program has changed the timeline for mentoring students as they write their culminating projects as a result of the assessment of the quality of work produced by the first cohort. Additionally, since the internship program has shown to be of great value both for students and internship on-site supervisors, it has been changed to be a mandatory component of the program.

California State University, Los Angeles

Anthropology, BA/MA
Students will possess a general understanding of human, cultural, and biological differences and similarities across the world and through time in terms of anthropological data and theories; a solid understanding of the nature of the four sub-fields of anthropology (archaeology, physical anthropology, cultural anthropology and anthropological linguistics), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time; proficiency in basic anthropological concepts and terminology; knowledge of the significant findings of archaeology, physical anthropology, cultural anthropology, and anthropological linguistics and familiarity with the important issues in each sub-discipline;

knowledge of the history of anthropological thought and its place in modern intellectual history; comprehension of multiculturalism as a significant phenomenon shaping global society; familiarity with the forms of anthropological data and literature, and working knowledge of how to access such information; basic abilities in critical thinking and reasoning as applied to anthropological problems and issues; knowledge of the research methods of the sub-disciplines of anthropology, and ability to apply appropriate research methods in at least one sub-discipline; and an ability to write, speak and communicate anthropological knowledge and the results of anthropological research to different audiences.

The department implemented a direct and indirect assessment plan for graduate students in the master's program. Graduate assessment focuses on professional development and option-specific needs within the larger epistemological framework of the discipline. Graduate assessment tools include student self-evaluations and individualized mentoring. The completion of theses, the passage of comprehensive exams, and scholarly accomplishments such as conference presentations and peer-reviewed publications act as indirect and sometimes direct measures of assessing anthropological competence. Undergraduate assessment takes place in upper division major and capstone courses, where expectations about discipline-specific and discipline-wide knowledge are assessed.

Both undergraduate and graduate students attained the desired levels of achievement.

It was determined that the department needs to develop separate SLOs for BA and MA degrees with concrete measures for each and that are appropriate for specializations within the MA program. Also, the department should designate key faculty members to work with the Center for Effective Teaching and Learning (CETL) to develop an assessment plan that employs measurement of baseline knowledge for separate SLOs within BA and MA degrees and which are focused on determining the growth of students' knowledge by creating a baseline measure at the beginning of a term which can be compared to another measure at the end of a term.

Industrial Technology, BS

Industrial Technology graduates will demonstrate a balance of technical and managerial knowledge; knowledge of science, math, and technical management; an understanding of the role of technical management in the public and private sector; knowledge of systems and the integration of technologies; knowledge of information technology including its use in a digital enterprise; knowledge of contemporary technology/management issues; apply business practices, information technology, and other technical skills necessary to collaborate with, organize, and lead interdisciplinary teams; apply theories and principles to solve technical and management problems; design, test, and analyze a system or process to meet desired needs; demonstrate good written and oral communication and presentation skills; exhibit supervisory and team leadership skills; collect, analyze, and interpret data; collaborate within a digital enterprise with a multi-disciplinary project team; select and use computer applications software associated with desired

needs; a cooperative and inquisitive spirit that supports the desire to pursue lifelong learning and adapt to contemporary issues in the workplace; help advance the goals of their organization; have an understanding of ethical responsibility; exhibit professionalism in their area of expertise; have a recognition of the need for, and an ability to engage in lifelong learning; stay current on issues; achieve a balance of workplace and personal goals; exhibit the desire to adopt emerging technologies to improve their area of expertise; and support and promote the goals of their organization.

It was determined that not all the program outcomes were easily measurable and aligned to institutional learning outcomes. The program solicited input and feedback from faculty, advisory board members, and external experts in the review of program outcomes. The unique characteristic of the industrial technology program is that lecture and a laboratory experience combine for a hands-on approach when delivering instruction. Assessment indicated that an appropriate balance of lecture and lab experiences has been achieved.

The program developed a program assessment system that met compliance with the standards for initial Association for Technology, Management, and Applied Engineering (ATMAE) accreditation. As stated in the ATMAE accreditation visiting team report, "The program is about where it is expected for an initial accreditation status, with outcome measures identified and the beginnings of data collection in place."

California Maritime Academy

No programs were scheduled for program review during the 2013-2014 academic year.

California State University, Monterey Bay

Japanese Language and Culture, BA (pilot)
Students will communicate effectively in Japanese in three modes: interpersonal, interpretive, and presentational and in a culturally appropriate manner in a variety of social and professional settings and circumstances at the intermediate-high level of language proficiency; gain competency in the Japanese language including phonetics, phonology, morphology, syntax, semantics, and discourse, and compare and analyze the structural differences between Japanese and English; develop a comprehensive understanding, appreciation, and knowledge of Japanese culture: perspectives (ideas, beliefs, attitudes, values, philosophies), practices (patterns of social interactions) and products (both tangible, for example, art, history, literature, music); develop analytical and critical thinking in areas such as how Japan's cultural background influences modern Japanese life, how to compare their own culture with the Japanese culture, or how Japanese culture relates to other world cultures in an age of global inter-relatedness; describe

concepts of culture and use that understanding in their comparison of the target culture with the second culture; analyze and make connections among the ways of thinking and perspectives, behavioral practices and cultural products of a second culture; become familiar with appropriate research methodologies and are able to apply such in their studies; use appropriate technologies in research and studies relative to Japanese language and culture; collect, manage, and analyze current and emerging technology-based resources to develop and produce their scholarly work; demonstrate that they have actively immersed themselves in authentic Japanese cultural and linguistic environments and have internalized the language and cultural experience, from which they have developed a personal understanding and new perspectives of the community.

The department employs multiple ways of measuring language proficiency. Faculty utilize exit oral proficiency interviews and proficiency writing tests; capstone presentations in Japanese for 20 minutes using Japanese PowerPoint presentations, followed by spontaneous question and answer sessions; capstone papers written in Japanese--all of which are demonstrated through the major portfolio.

All students passed and exceeded the Japanese-language proficiency expectations on the capstone presentation, paper, and question and answer session. The oral proficiency test shows that 20 percent of students tested slightly under the target proficiency, 20 percent met the target proficiency, and 60 percent exceeded the target proficiency.

Per the CSUMB program review policy and process, a program improvement plan is developed after a campus review committee examines the program review portfolio and sends the program additional feedback. Because the BA in Japanese language and culture is a pilot program, any changes to improve the program will be captured in the proposal to convert to regular status, which is currently under development.

Spanish, BA (pilot)
Students will sustain performance in speaking, listening, reading, and writing at the advanced level of language proficiency, as outlined by the American Council on the Teaching of Foreign Languages (ACTFL); satisfy the requirements of everyday situations and routine school and work requirements; communicate facts and talk casually about topics of current public and personal interest, using general vocabulary; be understood without difficulty by native speakers; understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation; read prose selections of several paragraphs in length, particularly if printed clearly and if prose is in familiar sentence patterns; understand the main ideas and facts but may miss some details; read such texts as descriptions, narratives, short stories, news items, and routine personal and business correspondence; write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics, and is able to express him/herself simply with some circumlocution; have good control of the most frequently used syntactic structures; write understandably to natives not used to the writing of

non-natives; develop an understanding of the structure of the Spanish language and is able to use an appropriate level of formality according to the situation, whether in writing or in speech; develop a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions) and the cultural products – both tangible and intangible (for example, art, history, literature, music), of Hispanic cultures; demonstrate a general knowledge of a socio-cultural group other than a Hispanic one or mainstream American culture; develop a basic understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions) and the cultural products—both tangible and intangible (for example, art, history, literature, music)—of the second culture; demonstrates that he or she has been actively immersed in and has internalized Hispanic culture; demonstrate an ability to use technology in support of his or her scholarly work, including gathering, organizing, and analyzing sources; and employing appropriate delivery techniques in both written and oral formats.

Judging from student comments and their understanding of the SLOs, the program must provide more clarity for the particular goals and objectives of each SLO, especially cultural praxis: cultural internalization and language immersion. The faculty's assessment plan has focused its attention on assessing the capstone. The faculty will clarify and fine tune the language, and then proceed with a comprehensive assessment of each.

Business Administration, MBA
Students will attain a working level of proficiency with basic statistics and introductory accounting, as well as team building and ethical philosophies to apply in the remainder of the MBA program, in addition to the business world; understand and apply team building and ethical concepts to be able to participate and facilitate team/group interactions and projects in face-to-face and online environments; understand and apply leadership models in business organizations; understand and apply leadership concepts and theory in business organizations; understand and apply accounting principles and processes in business organizations; understand and apply financial principles and knowledge of financial statements to business problems and decisions; understand and apply macroeconomic concepts and theory to business operations.; understand and apply microeconomic concepts and theory to business decision making processes; understand and apply concepts and principles of technological management and leadership to specific domestic and/or global business problems and issues; understand and apply information technologies to domestic and international enterprises; understand and apply marketing and entrepreneurial principles and models in operating businesses; understand and apply innovation theory and models in business organizations; understand and apply concepts and theory associated with global business to the leadership of both domestic and international enterprises; understand and apply international business concepts and theory to better address issues such as diversity and sustainability in a global environment; understand business planning strategies and techniques that are based on sound organizational structures and strategy concepts as well as become grounded in theory that lead to success in dynamic business markets; and understand

business planning strategies and techniques based on sound financial, technological and human resource theory and practice that takes into account human and market diversity as well as the capability to be sustainable and socially responsible.

Faculty reviewed students' ability to think critically. Findings revealed students cannot perform the critical thinking process very well or the assignments that were selected for this study were not constructed well enough to elicit sound application of critical thinking processes. It was also noted that the BUS-632 assignment used in this assessment project provided students with a context to do a better job of performing critical thinking processes than the BUS-626 assignment selected for this study based on the results of the single element and the multi-element scales employed. Based on the faculty measurement ratings that were gathered in this study, it is suggested that the usage of the multi-element scale appears to be a more rigorous rating tool.

Improvement actions include a review and revision (if necessary) of the structure, format, duration and schedule of the MBA program; a review and reduction of the number of SLOs and development of assessment methods/measures to assess SLOs and core competencies. An external reviewer's recommendation is to streamline the SLOs to a realistically assessable number. The reviewer also encouraged the program to consult Bloom's Taxonomy if/when the SLOs are revised to ensure that higher-level skills appropriate to graduate education, such as analysis, synthesis or evaluation.

California State University, Northridge

Anthropology, BA

Students successfully learn and apply basic anthropological precepts and values; demonstrate key strengths of broad anthropological knowledge and ability to read critically; and apply anthropological methods and perspectives to socially, politically and economically important issues.

Direct assessments of all three SLOs indicate successful student-learning outcomes in each area, with the exception of a finding that students in ANTH 490C "require further training in information literacy and writing mechanics." Further review of five years of program assessment data reveal student weakness in two areas: "insufficient preparation to conduct and write up research," and "insufficient preparation to present research verbally."

Actions taken to address these concerns include enforcing a requirement that students take both ANTH 303 and ANTH 475 prior to taking ANTH 490, and that ANTH 303 become a required prerequisite for taking any 400-level class. Increased sections of ANTH 303 are to be offered to facilitate the new requirements.

Computer Science, MS

Software Engineering, MS
Students will work productively in team or collaborative settings to achieve common goals or purposes, including the ability to lead a team.

Students will understand software engineering concepts, techniques, practices and tools, and apply them to real problems in a variety of contexts; and demonstrate a knowledge and competence in such fundamental areas of computer science as algorithms, design and analysis, computational theory, computer architecture and software-based systems.

Indirect assessment reveals students do work productively in teams, but show weakness in communication skills, especially in seeking help from, and offering help to, their team members. Faculty that assign student team projects are working on ways to improve communication in these areas. Direct assessment of the graduate SLOs via a test consisting of sample questions from the Institute for Electrical and Electronics Engineers (IEEE) Certified Software Development Associate (CSDA) exam, indicates that graduate students are prepared for the full Certified Software Development Associate exam.

Deaf Studies, BA
Students will demonstrate their ability to communicate in American Sign Language (ASL) with deaf people; an understanding of the impact of power, privilege, and oppression on the deaf community that result in deaf people's experience of prejudice, discrimination, and inequality; an application of the contributions of deaf arts and humanities for shedding light on what it means to be deaf; and reflect critically on one's abilities in interacting with deaf individuals, socially and professionally, and evaluate the level of integration achieved.

Indirect assessment (student surveys) indicates weakness in three SLOs with strength in one. Future actions to address student-learning weaknesses include more instructor emphasis on the development of "fluency/accent, classifiers/space, and non-manual signs, as well as refinements to assessment procedures to better capture student learning needs. A new course, DEAF 200 (Introduction to Deaf Studies) was also inaugurated in 2007 to support student achievement with respect to one of the SLOs.

Family and Consumer Sciences, MS
Students will apply the American Association of Family and Consumer Sciences (AAFCS) code of ethics in scholarship as professionals; demonstrate ongoing synthesis and application of relevant literature, current trends, and emerging issues within their professional area of interest; and design a research study/creative project investigating topics within their professional area of interest including diverse populations.

Direct assessment of the first outcome indicates satisfactory results (83 percent receiving full credit on an embedded exam question), while direct assessment of student research projects

reveals satisfactory performance with respect to the second student outcome, with high scores (96 percent mean) on the literature review portion of a research proposal assignment achieved in three of four assessed classes. The fourth course appears as an outlier, with an average grade of 63 percent. Direct assessment of the third SLO reveals satisfactory overall student-learning outcomes with mean scores ranging from 88-90 percent in four sections of two different courses. The department notes that since this is its first program review for the graduate program, any actions taken were not outlined since the previous program review to improve graduate program effectiveness or the department's assessment process for evaluating the graduate program.

Humanities, MA

Students will understand the origins and transformations of worldviews or "big ideas" as they move through different social, historical, and cultural contexts; discover how ideas and values from the past inform present expectations, practices, and policies, both explicitly and implicitly; analyze and develop the skills to step out of their world views and question assumptions about self, society, and others; refine skills in critical thinking, reading, speaking and writing across a variety of disciplines in the humanities; refine the skills of close reading which makes visible the form, structure, and function of texts and artifacts in a variety of genres and media; and develop the skills to apply theory and methodology appropriate to the humanities.

Assessment of student portfolios indicates student success in the first four SLOs. Student feedback with respect to the fifth SLO led to program adjustment to allow more time between classes to accomplish the reading of assigned texts, as well as plans to provide reading guides and more focused feedback on the readings. With respect to the 6th SLO, HUMA 607 has been moved to an earlier stage in the program to enhance student mastery of the skills necessary for portfolio construction and the culminating experience.

Modern Jewish Studies, BA

Students will define and analyze significant Jewish religious beliefs, ethics, religious practices, philosophies, and cultural expressions.

Assessment of JS 200 in spring 2007 (Introduction to Judaism) revealed poor student performance. To address this result, Jewish studies created course outcomes for JS 200 and 300, and offered an online version of JS 200, with some student improvement noted as a result of the online offering. Unspecified assessments of the program reveal a continuing need to develop student critical thinking skills. Assessment of JS 499C, a program capstone course, revealed that students were not writing essays outside of class in their other, non-capstone classes, and thus were not prepared to construct an adequate portfolio. As a result, the program has been modified to require students to take, in consultation with the program advisor, an additional upper-division elective in place of the capstone.

Linguistics--TESL, BA/MA

Students will express what linguists mean by "knowing a human language" by demonstrating knowledge of such core fields as phonetics, phonology, morphology, syntax, semantics, and pragmatics; verbalize what is involved in the acquisition and development of language and discuss its biological and social foundations); demonstrate a familiarity with the study of language in context in such fields as sociolinguistics, pragmatics, and discourse analysis; and define the connections between linguistic study and its practical applications.

Assessments of these SLOs fall generally in the satisfactory to excellent range, while indicating areas for further program development, including the addition of several new courses (LING 300: Approaches to Linguistic Analysis; LING 403: Morphology; LING 404: Syntax; LING 447: Bilingualism in the U. S.), and the modification of ENGL 611: Historical Linguistics to become LING 411. Graduate degree changes in response to observations that students were not being prepared effectively for Teaching English as a Second Language (TESL) careers include five new courses, as part of a new masters in TESL: LING 530, LING 555, LING 566, LING 568, and LING 578. The comprehensive exam for the MA in linguistics was also revised in response to student weakness in data analysis to include a data analysis component in syntax and phonology, as well as a literature review.

Religious Studies, BA
Students will interpret texts and other cultural phenomena, such as rituals, myths, and architecture in a specific historical, social, and political context that have religious presuppositions or implications.

Direct assessment of this SLO via a test indicate mixed results, with below benchmark (70 percent) performance overall in response to six test questions. Faculty were informed of the need to emphasize this SLO in their classes, and the department chair has reviewed all course syllabi to assure their alignment with this SLO.

Recreation and Tourism Management, BS
The report focuses on the alignment of programmatic outcomes with General Education SLOs, including oral communication, math applications, information competence, and critical thinking, identifying those classes that address these GE outcomes and the assignments that engage them. No specific assessment results are indicated, though general departmental student portfolio reviews indicate mixed results, with "some success and some inconsistency in quality" noted.

California State Polytechnic University, Pomona

Sociology, BA
Students will obtain a sociological understanding of diverse social groups, organizations, and institutions; have the knowledge and skills to apply sociological perspectives to their own lives

and to the social environment of which they are a part; gain an understanding of the "sociological imagination" where they are able to see how their biography relates to the time in history in which the live; and understand the effects of domestic and global forces on social institutions, on their own lives, and on the lives of others.

Focus group findings indicated that coursework was over-emphasizing the basic principles of research, but that students had few opportunities to apply these principles to the knowledge acquired in other coursework. As a result, the department has increased the applied research experiences available to students. A review of course papers indicated that students put considerable effort into ambitious projects, but are lacking in the areas of critical thinking, creativity and methodology, in particular in the explanation of why results may differ from previous findings. The department plans to review survey research and experimental psychology courses. The department also plans to develop a rubric that clearly articulates their evaluation of final papers to the learning outcomes.

Agribusiness and Food Industry Management, BS
Students will obtain facts and qualitative information related to food marketing and agribusiness management and present this information in a written format and will have proficiency with the concepts and terminology of accounting and be able to solve applicable finance problems.

From an evaluation of students' work, students were able to find facts regarding market structure and practices and present this information in a written format. They were also able to find information about a major food company, evaluate its strategic significance and summarize in a written format. However, they were not able to use the internet to identify the location of additional resources. Students' knowledge of the terminology of accounting was sufficiently high that the expectations in this area will be raised for the next assessment cycle. Based on student performance on finance problems, more emphasis will be placed on evaluation of financial statements and applying valuation principles to bonds and securities. An external review indicated a need for a revision of the student-learning outcomes and the inclusion of student-learning outcomes on all syllabi.

Science, Technology and Society, BA
Students will demonstrate scientific literacy; skills in reasoning; skills in written and oral presentation; the ability to place particular developments in science and technology in historical context; the ability to place particular developments in science and technology in social and cultural context; the ability to identify and critically evaluate normative considerations relevant to science and technology; and will demonstrate research skills.

This was this programs' first program review. The program director indicated that no assessment had been undertaken because it was felt that there was an insufficient number of students in the program for assessment to be meaningful. The program intends to use embedded questions,

evaluation of term papers, an exit survey, and an alumni survey. External reviewers recommended that the program begin collecting data and analyzing student performance immediately.

California State University, Sacramento

Business Administration, BS
Students will write informational, analytical, and technical documents, which are organized, precise, and relevant.

To assess this SLO, students in the Business Communications class were provided a research memo assignment. Students wrote a two-page memo addressing an issue stated in a case. They were required to cite five to six of the most relevant sources to back-up the argument and provide a list of references at the end of the memo. Target performance was set at the 70th percentile. After two assessment cycles, achievement decreased to just below the 70th percentile. To close the loop, the faculty implemented clearer writing tools throughout the semester and changed the administration of the measurement tool from early in the semester to late in the semester.

Business Administration, MBA
Students will formulate strategies that are feasible, effective, and understandable to achieve organizational goals and social responsibilities.

To assess this SLO, students were asked to read an article and design a strategic plan for the company described in the article. Students prepared an outline of the strategic plan (three to four pages) for the Board of Directors that included the following: 1) a brief explanation of the theoretical frameworks upon which the strategic plan is based, 2) major elements of the strategic plan; and 3) a brief feasibility analysis of the strategic plan. Student success was expected at the 70th percentile. Over a two-period cycle, student performance increased from just the 33rd to the 50th percentile. To close the loop, the faculty implemented an improvement plan that includes delivery of an additional case exercise in the classroom, incorporating the assessment of this learning objective as part of the final grade (minimum five percent), and clarifying the instructions and aligning them with the rubric expectations.

Accountancy, MS
Students will prepare financial information reports tailored to the needs of both external and internal users as an important skill to be gained in the area of financial accounting.

To assess this SLO, students were given a set of company financial and accounting facts. Students were asked to prepare a balance sheet and income statement and to discuss the business conditions and financial results for this company. Students were expected to perform at the 70th percentile or better, but only performed at the 54th percentile. To close the loop, the faculty

implemented an improvement plan that includes the incorporation of additional lecture materials in the course related to detailed explanations of the calculation process in the application of financial accounting theories. The measurement tool was revised to ensure that it aligns with the accounting terminology used in the classroom.

Business Administration (Executive), EMBA
Students will recognize and seize opportunities that allow the redirection of organizational resources to shape the internal and/or external environment for the long-term benefits of organizations.

To assess this SLO, students were given a case to analyze as a consultant. It was found students needed more information than provided to address the issues of profitability, differentiation, and competitive advantages for the company.

Students were expected to perform at the 70th percentile, but performed at the 60th percentile. To close the loop, faculty implemented a plan that increased the amount of classroom time spent on concepts related to this learning objective. Specifically, an emphasis was placed on internal and external analyses in shaping the environment through lectures and case analyses.

California State University, San Bernardino

Year 2013-14 was the first year program reviews were required based on learning outcomes. The department self-study reports address student outcomes to various degrees.

Arabic, BA
Program faculty conducted a self-study, however student-learning outcomes and assessment data were not submitted. Faculty members are currently developing program specific outcomes and intend to submit data addressing student achievement during the next review period. They are considering the adoption of third-party assessment tools such as iCAN, by Advant Assessment, as supplementary assessment mechanisms.

Computer Systems, BA
Students will apply knowledge of computing and mathematics appropriate to the discipline; analyze a problem, and identify and define the computing requirements appropriate to its solution; design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs; function effectively on teams to accomplish a common goal; demonstrate understanding of professional, ethical, legal, security and social issues and responsibilities; communicate effectively with a range of audiences; analyze the local and global impact of computing on individuals, organizations, and society; recognize the need to and an ability to engage in continuing professional development; use current techniques, skills, and tools

necessary for computing practice; apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices; and apply design and development principles in the construction of software systems of varying complexity.

The self-study conducted by the department reports outcome scores ranging from 78 to 85, indicating all outcomes had been met. These statistics form part of the accreditation report, helping the program to maintain accreditation status.

Geography, BA
Students will apply concepts within a geographic/spatial perspective at local, regional, and global scales; apply concepts and models of spatial organization to analyze relationships within and between places; analyze relevant contemporary issues and policies using maps, geographic concepts, and models; develop and understand of the special characteristics of natural landscapes and ecosystems; identify and describe the components and processes that shape the Earth's lithosphere, hydrosphere, atmosphere, and biosphere at various scales; explain how Earth's physical processes are dynamic and interactive; develop an understanding of the diversity and geographic variations of human landscapes and societies; describe and explain how cultural landscapes evolve and how they vary geographically; describe the criteria used to define regions and explain why places and regions are important; demonstrate an understanding of cross-cultural dynamics; recognize and understand geographic relationships between humans and the environment; identify and describe ways in which human systems and settlement patterns develop in response to conditions in the physical environment; explain how human use of the physical environment is affected by culture; explain how humans alter earth systems and how change in one location may impact other locations; learn skills and the utility of important tools needed to analyze and communicate geographic information; formulate geographical research questions; apply appropriate data collection methods and analytical techniques; analyze geographical data, draw conclusions, and identify questions warranting further research; communicate geographic ideas and information through maps, graphs, tables, and written and oral reports; use maps to navigate and interpret scale, distance, terrain and other spatial information.

Department faculty submitted multiple student-learning outcomes. They have developed curriculum maps to match the SLOs with the courses and mechanisms to collect student portfolios and to conduct student surveys. The external reviewer suggested “a few feedback loops in the already established assessment process” and the department, in their action plan, agreed to do so.

Health Science, BS
Students will apply principles of the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health outcomes and health disparities;

describe the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice; explain the underlying science of human health and disease including opportunity for promoting and protecting health across the life course; discuss the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government; demonstrate an understanding of the basic principles of planning, organizing, human resources management, leadership, and budgeting; and demonstrate personal and social responsibility, civic knowledge and engagement, local and cross-cultural knowledge, and competence based on ethical reasoning.

Department faculty have designed a set of "performance measures" to assess these outcomes. Of those measures reported, data indicated that most of the outcomes had been met. Department faculty reported students were "weak in knowledge of the health care environment and in leadership" by preceptor evaluations. They plan to review curriculum to determine steps to remediate those concerns.

History, BA
Students will demonstrate knowledge of relevant historical facts and context; the ability to frame historical questions; an awareness of historical interpretative differences; the ability to thoroughly use a broad range of historical sources; the ability to evaluate and analyze primary historical sources; the ability to develop an historical interpretation based on evidence; the ability to write and speak clearly; and the ability to present research to an audience.

To assess these SLOs, department faculty designed a culminating course, HIST 594. Outcome data for 2013-2014 were not submitted, however faculty will analyze data when it becomes available and explore appropriate closing the loop strategies.

Physics, BS
Students should have in-depth knowledge of the foundational subjects in physics (primarily classical mechanics, electrodynamics, thermodynamics and statistical mechanics, special relativity, and quantum mechanics) and be able to apply that knowledge to problem solving; and design and perform a physics experiment, analyze the acquired data, draw meaningful conclusions from the data, and communicate the results at a professional level.

To assess these outcomes, each required course is assigned a level of proficiency to be attained by each SLO. Specific examples of outcomes that pertain to the subject matter are then defined and reflected in the course syllabus. Examples of student work are then collected and compared to predefined examples to ascertain the extent to which the SLO has been achieved. The department faculty plans to begin collecting data using this system for the next review cycle.
Sociology, BA

Students will demonstrate competency in 1) concepts, theories and reasoning; 2) research methods; 3) basic academic skill; and 4) how sociology benefits students.

The department plans to assess these SLOs via a system of five components: 1) re-test, 2) post-test, 3) project in Soc 309, 4) research paper in Soc. 590, and 5) exit survey. The SLOs will be assessed by the 2017-2018 academic year, in time for the next program review.

San Diego State University

Anthropology, BA
Students will demonstrate analytical skills and experience using methods in at least one of the subfields to conduct basic research.

The program assessed the above SLO by asking their sixty-seven graduating seniors to submit their best undergraduate anthropology research paper for evaluation. Twenty-two research papers were submitted and fifteen were deemed eligible for evaluation using a faculty-developed rubric for paper content, structure and style, and citation and information literacy, with item rankings from 1 (not acceptable) to 4 (exemplary). While targets for student achievement were not explicitly stated, the presented findings were that overall mean rubric score was 3.0±0.6 and more granular results identified three areas for improvement: statement of purpose and thesis, literature review, and citation of literature respectively). These findings informed a faculty discussion that encouraged greater course-embedded attention to demonstrating the importance of the thesis statement in a paper, instructing students on how to better organize papers around a thesis statement, and showing students how to appropriately use and cite references.

Chemistry, BS/BA
Students will quantitatively determine the composition of chemical unknowns through the use of classical and modern analytical techniques and instrumentation.

To assess this SLO, students were provided with nine chemical samples and quantitatively analyzed each unknown to determine their respective weight percent of chloride in a solid. Target performance for this assessment was that 50 percent of students would demonstrate "mastery" (i.e., reported values within 0.5 percent of the true value) and 50 percent of students would demonstrate "proficiency" (i.e., reported values within 1.0 percent of the true value). Findings were 44 percent mastery and 56 percent proficiency, and the resulting action plan highlights the need for additional opportunities for practice and achievement in analytical techniques and methodology.

Communication, BA

The communications program has developed a highly integrated and holistic undergraduate program assessment process in which one of eight "performance assessment scales" are used, as appropriate, to score student achievement with respect to one or more of their 26 SLOs (e.g., evaluate arguments by established tests of reasoning and evidence; demonstrate awareness of the role of communication in context, etc.), based on one or more major assignments within each major-required course during each of its offerings. The developing series of course-SLO matrices affords the ability to examine student achievement within a given semester or academic year (i.e., a snapshot approach) as well as over sequential semesters and academic years (i.e., a cohort approach). Initial course SLO matrix findings for the fall 2012 and spring 2013 semesters were presented, and the program is using these initial results as a framework for developing and implementing course and program-level action plans as necessary.

Communication, MA
Students will demonstrate competency in communication theory and method, interrelationships and applications; and for oral comprehensive exams demonstrate competency in cogent/effective arguments, synthesizing/analyzing research, and generating independent ideas.

Program faculty assesses student achievement within their graduate program through a M.A. defense evaluation form, which provides rubric items for written theses. Findings based on data from 34 MA thesis defenses from 2010 to 2012 were that 50 percent required "moderate revisions," 25 percent required "minor revisions," and 25 percent required "no revisions." These results are consistent with similar graduate programs and were therefore viewed as requiring no action.

Gerontology, BA
The gerontology program was transferred to the School of Social Work in 2011. During 2012-2013, the curriculum was reviewed and revised to reflect current disciplinary knowledge and workforce expectations. This revised curriculum was approved and implemented in 2013-2014 and incorporates specific opportunities for course-embedded assessment of ten new SLOs, although no assessment results were available prior to the recent program review.

New program-level SLOs: Upon completion of their degree, students are expected to be able to 1) identify as a professional social worker and conduct themselves accordingly; 2) apply social work ethical principles to guide professional practice; 3) apply critical thinking to inform and communicate professional judgments; 4) engage diversity and difference in practice; 5) advance human rights and social and economic justice; 6) engage in research-informed practice and practice-informed research; 7) apply knowledge of human behavior and the social environment; 8) engage in policy practice to advance social and economic well-being and to deliver effective social work services; 9) respond to contexts that shape practice; and 10) engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Gerontology, MS
The gerontology program was transferred to the School of Social Work in 2011. During 2012-2013, the curriculum was reviewed and revised to reflect current disciplinary knowledge and workforce expectations. This revised curriculum was approved and implemented in 2013-2014 and incorporates specific opportunities for course-embedded assessment of ten new SLOs, although no assessment results were available prior to the recent program review.

New program-level SLOs: Upon completion of their degree, students are expected to be able to 1) describe various aging services and programs at local, state, and federal levels such as senior centers, senior service organizations, area and state agencies on aging, supportive senior housing, public, non-profit and corporate settings, long-term care facilities; 2) demonstrate knowledge and skills in administration and management of services/program and organizations to better meet the needs of older persons and their families; 3) demonstrate knowledge of the aging network consisting of programs and policies for the aging population; 4) demonstrate knowledge and skills in planning, developing, implementing, and evaluating innovative programs to meet the needs of older persons; 5) describe and understand the diverse needs of the older population in terms of age, gender, race and ethnicity, and/or diverse abilities; 6) understand and apply basic concepts of research methods necessary to describe and discuss efficacy and effectiveness of the aging services and programs as informed by empirical evidence; and 7) understand the ethical complexities which surround issues with respect to aging.

Marketing, BS
Students will define and apply knowledge of key concepts such as the marketing concept, segmentation, targeting, positioning, branding, buyer behavior in both consumer and industrial markets, global marketing applications, the role of the product/service planning, pricing, distribution, and integrated marketing communications in the marketing process, and the importance of developing a market orientation in the organization to business situations.

Upon completion of their degree, students are expected to be able to explain and demonstrate how marketing decisions are influenced by various forces in the external business environment and recognize significant trends and developments affecting current and future marketing practices.

The above two SLOs are assessed each year through a forty-question exam with four questions dedicated to each of the ten functional areas within the above two SLOs. This exam is administered to all students within MKT 479 Strategic Marketing Management, a senior capstone course for the major. Target achievement for each functional area is that 70 percent of students will get all four questions correct. Findings for 2011-2012 were that targets were not met for five of the ten functional areas (i.e., pricing, distribution, trends in marketing, branding, and product decisions). Notably, pricing was the worst performer, as has been the case since implementation of the exam. In 2008, the department initiated a required pricing assignment in

MKT 370 Principles of Marketing, but this "loop closing" activity appears to have had little impact on improving performance in the topic of pricing.

Women's Studies, BA
Students will identify mechanisms of oppression and resistance.

This SLO was assessed using a faculty-developed rubric to score writing-based assignments in 100- and 500-level courses. Findings reveal in three of the four courses evaluated, students showed "significant improvements in their ability to define, use, and provide examples to illustrate the concept of oppression." The highest average rubric score was in WMNST 536 Gender, Race, and Class, a class that explicitly explores oppression in several forms, which confirms that majors are, for the most part, able to demonstrate a nuanced understanding of this concept. The lowest average score was in WMNST 102 Women: Images and Ideas, which led to an examination of, and improvement in the articulation of, the course's content and SLOs with this program-level SLO.

San Francisco State University

Not all programs submit assessments every year, and some were granted extensions during the leadership transition in the Academic Planning division.

Africana Studies, BA
Students will demonstrate college level writing.

The Africana studies department focused its assessment on students' demonstration of college-level writing, rating samples of student writing by a rubric for mastery that assessed: 1) thesis organization; 2) originality of prose; 4) quality of supporting evidence; 5) awareness of audience; 6) grammar, punctuation and spelling; 7) critical thinking, research, and writing.

Findings indicate that successful student writing resulted from intensive tutoring and editing practice. The program concluded that students would benefit from a tutorial program geared to the needs of struggling writers—tutors trained by faculty for writing in the discipline, especially for lower division undergraduate students.

Biology, BS
Students will demonstrate comprehension of core biology concepts.

The curriculum committee conducts a graduating biology major exit survey that probes student comprehension of core biology concepts that thread throughout majors courses and the various

biology major concentrations. An ongoing survey of basic concepts in plant physiology has revealed steady improvement in students' comprehension that correlates to the department's adoption of active learning and other principles of scientific teaching in a core course.

Chemistry, BA/BS
Although SLOs were not submitted, the chemistry department has been working to map the programmatic learning goals onto individual courses. In the process, it has paid special attention to courses with high levels of D/W/F grades, determining a need to evaluate teaching methods and support provided to students, and to encourage graded homework systems and in-class group problem-solving activities, supplemented by online tutorials. Based on similar assessment results last year, the department has modified the structure of its introductory chemistry courses to introduce a discussion section and develop a cohort approach for majors in prerequisite courses.

Community Health Education, BS
Students will demonstrate facility with key concepts of the discipline, including understanding of the ecological model of health, the ability to conduct a health education needs assessment, and competency in necessary intrapersonal and professional skills.

The community health education department conducts regular assessment of key SLOs, many of them in line with competencies recognized by the National Commission for Health Education Credentialing (NCHEC). Because mean scores on most of these competencies were high for both fall and spring semesters, faculty feels confident that the program and curriculum are achieving its learning outcomes. However, the faculty has also been engaged in a yearlong, close examination of the undergraduate curriculum, and has already made changes they hope will address weak spots. For example, a new course in health care administration will introduce students to the U.S. health care system and help address student competencies around "administration and management of health education," which assessment indicates to be a strong need.

Community Health Education, MPH
Students will demonstrate competency in community assessment, program planning, evaluation, diversity and culture.

Students conduct a formative peer review process and exchange detailed feedback through ePortfolios. Students scored high for their reflective statement and evidence of competency components. One hundred percent report a high level of learning in assessing social, environmental, and political conditions that may impact the success of health education programs, interventions, and policies, while 29.4 percent report that they are able to solve problems and think creatively with this skill.

As a result, the faculty decided to build stronger curricular scaffolds to support students' understanding and application of core skills. A future department retreat will be devoted to this topic. Further support will also be provided to strengthen students' application of these skills in writing and oral communication.

Consumer and Family Sciences, MA
Graduates will design and conduct research.

The program's last review recommended all students take common classes each semester to ensure the culminating experience is worked on each of four semesters. Common rubrics for evaluating culminating experiences were developed. In response to this recommendation, program faculty chose one text, which discussed aspects of all areas of the sub-disciplines and had the students make connections between their areas in class discussions. The text was used in the other graduate classes as well, providing a sense of continuity. As a result, students became extremely engaged and enthusiastic about the different topics of everyone in class. It was noted that not only did students keep up to date with their own research topics, but they also brought in updated information for others in the class, as they became enthused with similarities between topics or research frameworks.

English, BA, concentration in English Education
Students will demonstrate achievement in the key domains of reading, language, linguistics, and literacy, composition and rhetoric and communications.

This concentration requires students to complete an electronic portfolio during their final undergraduate semester. Students are required to submit evidence for their achievements in each domain and to assess the competencies that their work represents.

While students were found to demonstrate competency in a number of areas, such as reading literature and informational texts and analysis of craft and structure, they demonstrated lower levels of achievement in several core areas, such as tracing the development of major literary movements in historical periods and delineating and evaluating the reasoning in seminal U.S. texts. As a result of these findings, faculty are reviewing the curriculum in areas that correlate to student weaknesses in order to strengthen core competencies.

French, BA
Students in intermediate classes will demonstrate competency in spoken fluency.

Faculty observed a wide range of abilities, but inconsistent levels of mastery among intermediate students. As a result, the department is recommending that faculty systematically incorporate more structured vocabulary-building activities into upper division French courses. It will also

begin to offer an advanced grammar course to refresh and deepen understanding of key grammar principles for upper division students.

French, MA
Students will demonstrate competency in the use of appropriate resources, materials, and format for writing a research paper.

Assessed through a sampling of student dossiers and masters' theses as well as a survey of students, students expressed a need for greater facility in the use of research tools and methods, a need that was corroborated by faculty findings in this area. As a result, the program plans to offer workshops on specific writing and research skills to meet student need. Student proficiencies in other areas, including written and oral communication and knowledge of culture, language, and literature, were considered to be sufficiently strong.

German, BA
Students demonstrate competency in language comprehension in oral, written, and spoken contexts.

In these areas through coursework, faculty identified a wide range of achievement, with around half of the program's students falling below expectations of spoken proficiency. As a result of these determinations, the program intends to build in stronger curricular scaffolds to support development of oral comprehension, vocabulary, and speaking ability. The program will be urged to develop future assessment processes that can take place outside of coursework in order to determine the overall coherence and effectiveness of the curriculum.

Italian, BA
Students demonstrate competency in language comprehension in oral, written, and spoken contexts.

Individual faculty members report that students possess strong oral comprehension and advanced reading comprehension, but some weakness in the area of writing. To address this weakness, faculty plan to implement a number of changes, including inviting students to review their written notes with their instructor during office hours and to review course material before final exams. The program will be urged to develop assessment processes that can determine the overall coherence and effectiveness of the curriculum.

Italian, MA
Students will demonstrate competency in literary history, genre, and context.

Faculty finds that students show acceptable levels of understandings in the areas of literary history, genre, and context. However, students show greater levels of difficulty in their writing

assignments, particularly those that involve scholarly research. As a result, faculty have begun to ask students to submit abstracts and sometimes first drafts to instructors, in order to receive early feedback that can help them improve the final results.

Kinesiology, BS
Students will show competency in how motor skills are acquired and refined in relation to various contextual and developmental factors.

Through student self-assessment as well as direct assessment in students' final examinations, student learning in this area was found to be inconsistent, with about 65 percent of seniors reaching acceptable levels. The department is now discussing the possibility of refining this objective in order to better identify when and how students might meet specific targets within the larger objective, and whether these might be more effectively introduced and supported throughout the curriculum.

Kinesiology, MS
Students will be able to apply multiple perspectives to the study of various forms of physical activity (e.g. exercise, fitness, movement, and skill) across the lifespan and in a variety of contexts.

SLO assessment was conducted in Kin 795 through faculty critique of research papers and an integrative grant proposal. Students demonstrated knowledge of broad perspectives that dominate the study of physical activity identifying contextual factors that influence the forms of activity. Students demonstrated less skill transferring theoretical knowledge to applied physical activity settings across the lifespan.

Lack of skill concerning the transference of theoretical knowledge to applied settings was addressed through use of performance assignments such as field observations, critical essays and literature searches that show evidence of applied and integrated approaches to physical activity across the lifespan. The thesis advisor encouraged application of multiple perspectives to the culminating experience at the initiation of the project. This approach was also incorporated into Kin 710 and 715.

Mathematics, MA
Students will present technical information clearly in a written and oral format.

This SLO is regularly assessed using a rubric through master's theses and the thesis defense. A program-wide assessment of graduate student writing in the program's culminating experience revealed that graduate students need to be shown how to communicate mathematics effectively when dealing with various media.

A faculty National Science Foundation grant—Creating Momentum through Communicating Mathematics—provided the funding for designing and launching a new course to address precisely such a need. The program introduced an exclusively graduate course, MATH 729, which teaches the way mathematics should be communicated (written or orally) in different media (book, research paper, poster, popular science article, grant proposals, technical seminars, conference talks, etc.).

Psychology, BA
The psychology department has been refining its assessment process through the inclusion of web-based surveys and focus groups targeting recent and current students. It has also developed a new curriculum map that links student-learning outcomes to well-defined pathways, which has resulted in a new matrix of measurable learning objectives, assessment strategies, and findings for program improvement. In its most recent implementation, the matrix has helped the program identify the need for more courses with a practicum laboratory or activity focus, which the department is attempting to address by opening up more opportunities for involvement in faculty research and community engagement.

Sexuality Studies, MA
Students will demonstrate writing competency in theory, method, writing, and advocacy.

Findings via writing samples indicate students' strong engagement with literature in the field and methodological innovation and sophistication across a range of research modes. Areas for improvement include the need for stronger presentation of empirical research, critical perspectives, and quantitative analyses. As a result of this assessment, the program will move its required professional development course into "year one" to support development of students' writing skills and consider changes to the core methods and theory sequence to achieve greater articulation of methodological and theoretical topics.

School of Social Work, BASW
Students will engage in research-informed practice and practice-informed research; apply knowledge of human behavior and the social environment; will engage in policy and practice to advance social and economic well-being; and will deliver effective social work services.
Students scored high in the second category (92 percent) but lower in the first and third (both in the 50 percent range). The program expects to develop a rubric based on these indicators for the use of faculty in all courses in order to measure the effectiveness and coherence of the undergraduate curriculum.

School of Social Work, MSW
Students will demonstrate knowledge in the core competencies: profession identity, ethical practice, critical thinking, diversity in practice, human rights and social justice, research and policy based practice.

Following a matrix, social work faculty identified core and advanced practice for assessment. They also developed a student exit survey to collect qualitative data to inform the program development process over the next two years. As the School of Social Work moves toward preparation for the Council on Social Work Education 2018 reaccreditation self-study and site visit, competency indicators are being developed for the ten core competencies and related practice behaviors. Their next assessment report will provide summary data on student attainment and provide more substantive data on particular curricular areas.

Physical Therapy, MS (Joint Program with UCSF)
Students will write clearly in a formal manner.

Evidence of students' writing ability is assessed through a comprehensive written exam of physical therapy knowledge and skills taken following year two, and the culminating experience in year three. Both are assessed through the use of a scoring rubric. Results of assessments are reviewed during bi-monthly faculty meetings or the faculty retreat. Overall, the faculty finds that students graduate with the ability to write proficiently, as a result of a curriculum that addresses writing with an increase in complexity of the writing assignments as students progress. In order to delineate the level of writing mechanics expected in the early years more clearly, the program has begun to recommend that faculty include criteria in their assignment, including grading rubrics that specifically address writing mechanics, content, and flow.

San José State University

Multiple programs from four colleges were reviewed in 2013-14. Data from a sampling of all programs reviewed follows.

Mechanical Engineering, BS
Upon graduation, students will have an understanding of professional and ethical responsibility.

To assess this program-learning outcome, students completed an ethics case assignment in a capstone course. In ME 157, Mechanical Systems Design, students reviewed the American Society of Mechanical Engineers code of ethics and the code of ethics for engineers by the National Society of Professional Engineers (NSPE). Several case studies were presented in the class for discussion. After the discussion in class, students were given a gateway assignment to review an engineering case related to public health and safety and draw conclusion(s) on the engineer's obligations in that case based on the given guidelines from the NSPE code of ethics. All students in that class participated in the assignment and scores ranged from 80 percent to 100 percent. Out of 45 students, 13 percent got 8 out of 10 points in this assignment, 69 percent got 9 out of 10 points, and 18 percent got 10 out of 10 points.

To close the learning loop, while the assessment of this learning outcome in ME 157 showed acceptable coverage and performance, the development of more challenging, in-depth assignments addressing ethics issues is also encouraged. Instructors will be asked to provide additional assignments in the capstone courses for future assessment.

General Engineering, BS
Graduates from the Department of General Engineering should have an ability to communicate effectively.

This learning outcome is assessed in ENGR100W, a required GE course for all engineering majors. Independent evaluators grade the E100W writing evaluation exit exams and assess the single-topic general essays based on features such as organization, clarity, consistency of point of view, cohesiveness, appropriateness of diction and syntax, correctness of mechanics and usage, and content with appropriate details to support a thesis or illustrate ideas. Scores are 0 – 12. These scores are compared to each student's writing skills test (WST) score.

In spring 2014, the average passing WST score was 7.6, and the average exit exam score was 8.7. After ENGR100W there was an increase of 1.1 on a scale of 12. This reflects an improvement of approximately 14.4 percent by students completing ENGR100W and taking the WST and exit exam versus students just taking the WST without taking the exit exam. Students who fail the exit exam do not pass ENGR100W.

Suggested closing the loop actions include further alignment of the ENG100W writing course learning outcomes with the WST and exit exam criteria in order to improve overall scores.

Environmental Studies, BA/BS
Students will write a logical, analytical paper using good writing style and construction supported by appropriate research.

Students are expected to demonstrate good to excellent levels of environmental research, writing, and analysis in a 15-page paper. Students' writing skills are developed in introductory classes (EnvS 001 and 010) and intermediate courses (EnvS 100W). This learning outcome is then evaluated in EnvS 117, Human Ecology, and EnvS 198, Senior Seminar, which are research and writing focused courses taken by juniors and seniors. Of 46 students in EnvS 117, for spring and fall, 13 percent (6 students) received a D, F or WU. The professor found that poor grades were typically not due to inadequate writing, but rather to poor citation style, not following assignment instructions, and/or not paying attention to details. In EnvS 198, only 1 of 53 students did not receive a C or better. In this capstone course, student writing was generally quite good, but students were still not clear on how to avoid plagiarism and often lost points due to their inability

to clearly discuss the meaning of their statistical findings (an issue more related to quantitative skills than writing skills).

Suggested closing the loop actions are to a) ensure all faculty are holding students to the same standards for citation of material and avoiding plagiarism; b) require faculty in writing intensive classes use Turnitin.com, if they are not already doing so; and c) increase the anti-plagiarism components in EnvS 100W.

Environmental Studies, MS
Students should be able to thoroughly review literature and research in a specific area of environmental studies and formulate original research questions based on critical analysis of aforementioned review.

This learning objective is assessed in EnvS297, Proposal Writing for Graduate Students. In this course, students must develop a proposal for the research they will undertake for their thesis. Having all three thesis committee members sign the proposal shows the student is ready, or nearly ready, to implement the research. A signature by the chair shows the student has produced a viable draft proposal. No signatures indicate students are some distance from implementing their research.

In 2013 and 2014, 67 percent and 80 percent of students respectively were able to achieve this goal. Faculty teaching these courses stated that students who did not secure signatures on their proposal lacked working theoretical frameworks and/or their research questions were not well developed. Students who come to EnvS 297 without well-developed research questions typically struggle to complete the proposal by the end of the semester.

Suggestions for closing-the-loop actions include seeking ways to provide advisors support, such as assigned time to support first-year graduate students, and seeking ways to fund graduate students to reduce their work obligations outside of school.

Geology, BS
Students will classify and identify geological materials, such as minerals, rocks, and fossils, and understand their relationships to each other and interacting earth systems.

This learning outcome was assessed by two quizzes and two comprehensive lab practicals in Geology 120, Fundamentals of Mineralogy, a required course for the major. Eighty-six percent (12 of 14) of students demonstrated a satisfactory to excellent ability to identify minerals on each of the two quizzes. The comprehensive lab practicals proved more challenging with about 70 percent of students demonstrating an average to excellent ability to identify common minerals in a hand sample and approximately 80 percent showing an average or better ability to recognize

minerals under the microscope. The lower scores on the lab practicals may result from students not spending a sufficient amount of time outside of lab to prepare for the lab test.

Proposed closing the loop actions include spending more time in class preparing for the lab test, creating more opportunities for students to practice lab skills, and preparing for the lab practicals. A related suggestion is to create a new introductory two-unit course (Geol 129A) to be taught in the spring prior to the summer field geology course (Geol 129), which students could take for either 2 or 4 units, to give more opportunities for practical application and identification of minerals.

Creative Arts, BA
Students will develop and use practice-based methodologies in research projects.

This learning outcome was assessed by a final thesis project and presentation in a capstone course. This project included the implementation of the final work and its documentation in some medium, such as a written thesis or thesis project video, etc. Out of 15 students, using a four tiered rubric for proficiency, no students responded at an emerging level, three at developmental, four at accomplished, and eight at exemplary.

Proposed closing the loop actions include spending more time in the capstone senior seminar on unpacking course readings on this topic. There might be more integration/braiding of practiced based research in the book(s) that the seminar would use for group presentations. This integration could show models of how practiced based research augments (not translates) into research inquiry.

California Polytechnic State University, San Luis Obispo

Agricultural and Environmental Plant Sciences, BS
Graduates will be technically competent in their concentrations by identifying the majority of economically important food and/or ornamental plants and demonstrating applications of theoretical sciences to their production, maintenance and post-harvest handling; effective at evaluating and adapting basic cultural practices, economic uses and environmental interactions in the production of food and/or ornamental plants; able to assess and implement appropriate, sustainable growing and/or design practices based on region and microclimate, especially as they relate to water, soil and other natural resources; make informed and ethical decisions regarding environmental, social and economic impacts of horticultural and agricultural activities and will contribute to their profession’s continued relevancy by identifying, evaluating and responding to changing public perceptions, governmental regulations and industry challenges such as invasive pests, labor issues and risk management; have experienced and practiced a range of complex problem solving exercises and will excel in diagnosing and resolving the majority of plant health issues in outdoor and enclosed plant production systems; able to organize, synthesize, evaluate

and reconfigure information about complex, multivariate, living systems to gain new insights and communicate their findings to multiple stakeholder groups clearly, scientifically and ethically.

In a direct, rubric scored assessment of student writing, students evidenced average attainment in the categories of purpose, style and mechanics; however, student work showed minimal attainment in the categories of support and synthesis. For critical thinking, students evidenced minimal attainment on all criteria except explanation of issues, which showed average attainment.

On the basis of an indirect student experience survey regarding senior projects, faculty concluded that students were formulating their own concepts about expected outcomes of their projects, and that these were most likely not in line with faculty expectations.

As a result of both the direct and indirect assessments of senior projects, the department committed to standardizing the senior project process, and making the process and guidelines more transparent both to students and faculty in the program.

Art and Design, BFA
Students will produce a strong body of work and/or professional portfolio; establish and maintain a rigorous creative practice that is productive and professional; develop an articulate, sophisticated visual, verbal, and technical vocabulary related to art and design from a broad range of styles and periods; apply comparative reasoning in evaluating works of art and design; contribute to diverse, cross-disciplinary, collaborative endeavors; resolve problems and challenge assumptions through innovative thinking and visual expression; demonstrate integrity and make ethical decisions in creative expression and professional practice; perpetuate a life-long commitment to learning, inquiry, and discovery.

In direct rubric scored assessments of student portfolios, external reviewers (alumni/industry professionals) concluded that student work showed above average achievement in three key learning outcome areas: strength and quality of work; demonstrating innovative thinking; and using professional concepts and vocabulary to explain and evaluate their work.

Findings from a number of surveys, administered to faculty, students and alumni/industry professionals, show a high level of student satisfaction with the program and their preparedness for professional work.

One key improvement has been the modification and improvement of the program's learning objectives. In addition, the program learning objectives (PLOs) have been clearly mapped to both program curriculum and the university's eight learning objectives.

Comparative Ethnic Studies, BA

Students will demonstrate an ability to define key concepts, terms, and scholarship in the ethnic studies discipline, including a critical understanding of the ways in which social, cultural, political, and economic factors construct historical and contemporary meanings of race, class, gender, and sexuality in the United States, as well as the ways in which these meanings shape and are shaped by scientific and technical knowledge production and educational and professional practices; employ these key concepts and terms to conduct independent analyses of historical and contemporary texts, the arts, popular culture, and social and occupational interactions; critically analyze discourses, ideologies, and practices that maintain or increase economic, social, political, legal, educational, environmental, scientific and technological inequality; engage with and create new knowledge that explores and promotes the expression of new social or cultural identities and cultural literacy in a multi-racial, multi-cultural society; engage with and create new knowledge that explores and promotes cultural, social, political, and economic self-determination and self-representation of under-represented groups, the expansion of human rights in a national and global context, and the diversity of cultural and social practices that promote social, economic, and environmental sustainability.

Data from direct rubric scored assessments of student artifacts show gains have been made in each of their program learning objectives and in institutional learning objectives; the greatest gains were ethnic studies learning objectives and diversity learning objectives. The program review report stated that interpretation of these gains should be cautious, as the number of student artifacts was small.

The program also used data from student focus groups and surveys of both alumni and students to confirm that their interactions during work on the senior project, both inside and outside the classroom, were central to their learning. Survey results indicate that students and alumni believe they have gained knowledge and have been educated in the PLO areas of the program.

Given findings, faculty on the review committee had no significant recommendations for change; instead, they believed the process of assessing senior projects was valuable and effective. In addition, they stated that data from the direct assessments and focus groups confirmed the importance and value of sequencing ES 390, 450 and 461.

Construction Management, BS

Students will demonstrate a readiness and ability to perform in the construction industry; demonstrate an ability to apply problem solving skills and integrate technical knowledge; demonstrate an ability to participate successfully within an interdisciplinary team environment; demonstrate an understanding of professional behavior, ethical standards, and leadership attributes; demonstrate an ability to communicate effectively, both orally and written, and professionally present ideas; and demonstrate a propensity for lifelong learning and service to the industry and community at large.

Based on the findings from the graduating student survey, faculty is currently addressing the consistency of teaching fundamental readiness skills across the curriculum. For example, Building Information Modeling has become a stand-alone elective topics course, and a variety of software directed toward project estimating, delivery, and quantity takeoff have been integrated into relevant courses (CM 415, 214 and 313). In addition, commercial construction management scheduling software is used in several courses, along with Microsoft Project. Contracts software is also used in CM 334, Construction Law. Finally, the program has addressed sustainability in a major way with the introduction of CM 317, Sustainability and the Built Environment.

Music, BA
Students will understand the role of music in today's world; understand the applications of technology to musical activities; form personal goals in the field of music and complete a capstone project related to those goals; demonstrate understanding of music theory; demonstrate understanding of music history; demonstrate competence in musical performance; demonstrate competence in musicianship skills; communicate effectively.

The department uses multiple direct, performance-based methods to assess student achievement of their PLOs, including juried performances at various points in the major course of study. In addition, they also conduct surveys of alumni and current students. On surveys, students either agreed or strongly agreed that they attained the department's program learning objectives through their musical experience. On their surveys, over 60 percent of alumni strongly agreed that they had attained the department's program learning objectives.

On the basis of direct and indirect evidence, the department finds that it is doing a very good job of preparing students for a wide variety of fields. Faculty do, however, desire to explore improvements in the areas of providing more available units of study, and strengthening the balance between the academic and performing elements of the program.

California State University San Marcos

Educational Leadership, Ed.D
Students will be expected to demonstrate their ability to: use evidenced-based decision making to better understand the underlying challenges faced by regional educational institutions; undertake research on professional practice to attain systematic changes to improve instruction and management of educational institutions; develop habits-of-action to more effectively lead and manage educational institutions; expand the disciplinary knowledge base on all aspects of educational leadership; use appropriate technology to support instruction and the management of educational organizations; focus on personal leadership capacity building to better serve organizational needs.

The main accomplishments since the last program review was to revise program student-learning outcomes, the curriculum map, and develop a multi-year assessment schedule.

Since the previous review, faculty made curricular improvements involving sequencing courses to cover qualitative and quantitative research methods in time for students to frame research questions and methods; provided earlier writing support to students; and engaged students from across cohorts in learning experiences focused on research to enable greater skill in reading, engaging in, and talking about, educational research and its application.

Literature and Writing, BA
Students will communicate in writing, speech, and other media according to professional practices and conventions for different audiences and purposes; closely analyze texts through a range of critical and theoretical approaches; identify the historical, political, social contexts that have led to the creation of canons and alternative traditions; and interpret multicultural and international texts in their local and global contexts.

Since the last review, two major revisions took place as a result of assessment: 1) core coursework was revised to require all literature and writing majors to complete at least one writing course, and 2) the creative writing and composition/rhetoric options were developed within the major. To accomplish these goals, faculty revised the creative writing course and developed two new courses: one that focused on developing students' skills for close reading and critical analysis and another, an advanced creative writing workshop that builds upon the core.

In addition, program student-learning outcomes were reviewed and aligned with LEAP outcomes. A revised matrix, demonstrating content introduction, reinforcement, and advanced learning was developed, along with a five-year annual assessment schedule through 2019.

Education, MA
Graduates will demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice; apply leadership skills to advance the profession; analyze educational and/or professional research; and integrate research and evidence-based practices into educational and professional settings.

Two significant curricular changes were incorporated as a results of assessment activities since the last review: 1) a significant increase in the emphasis on reviewing the literature and proposing a research methodology over providing support for students in writing their thesis/project; and 2) development of a protocol to better enable students to identify, interpret, and analyze educational research using collaborative reading and writing practices as well as peer reviews. Students who did not pass received one-on-one advising on reading and analyzing

research and strategies for writing.

Assessment results during this period also resulted in a revised set of more measurable SLOs and improved expectations, communication, and measurement tools.

Sociological Practice, MA
Students will locate, analyze, assess and skillfully articulate a range of sociological scholarship and discourse; critically apply a range of social theories to the development and assessment of social policies and programs in diverse contexts; deploy advanced quantitative and qualitative research skills to research and theorize critical social problems; demonstrate awareness of multiple standpoints, their social foundations in constructions of difference, inequality, privilege and oppression, and their implications for social theory and social justice; and demonstrate ability to advocate for sociologically informed decision-making.

Since its last program review, faculty conducted evaluations of syllabi for nine courses in order to determine which program goals were appropriate to each of the nine core and non-core courses and whether and how they were integrated into each syllabus. As a result of the findings, faculty established the inclusion of program goals in course syllabi as standard practice in the department and made clear the need to fully articulate the program's goals in the university catalog and to link them more explicitly to assignments in the program's core, required courses.

An additional result of these findings, SLOs found in course syllabi were synthesized to construct SLOs specific to the program, and created a curriculum map showing how SLO mastery is achieved across the curriculum.

An assessment of students' advanced research skills in applied and evaluation research using both quantitative and qualitative research methods provided mixed results: 1) students are not fully ready to employ qualitative methods by the beginning of their second year when they would normally begin their thesis proposal. Faculty explored moving the qualitative methods course from the beginning of the second year to the spring of the first year or delaying the thesis proposal process by a semester to enable students to take the qualitative methods course in the fall of the second year prior to beginning the proposal; and 2) students struggled with more advanced forms of sampling which suggested that they did not understand sampling design and its consequences for data analysis. First-year methods faculty held a retreat to coordinate and align their efforts as well as to intensify mentoring efforts related to acquiring methodological skills along with expectations for succeeding in graduate school more generally.

Biotechnology, MBt
Graduates will apply concepts and principles of the sciences that are fundamental to the discipline of biotechnology; describe the procedural and operational uniqueness of the highly regulated life science industry; employ quantitative, analytical and decision-making skills to

solve problems in the life science and technology oriented business sector; assess different leadership styles and the skills and techniques used to manage teams, budgets, projects and decisions in a business environment; apply communication principles and skills to translate and present both orally and in writing, scientific concepts, data and information for intended audiences; and identify regulatory, societal and environmental issues and their impact upon biotechnology advances, product offerings and business.

Faculty developed and implemented a rubric to assess in the capstone semester-in-residence (SIR) internship course in which students demonstrate their ability to absorb, integrate, and apply experiences and knowledge to a real-world problem through interaction between faculty, students, and representatives from the life science industry. The assessment included all stages of the SIR experience from the proposal to implementation and reporting the final project outcomes. Findings from this assessment revealed that SIR project proposals were better overall than the final presentations or reports. The program attributes this finding to the success of the proposal writing workshop and guidance provided in the early stage of the SIR experience. As a result of this assessment, faculty opted to include a student presentation to enhance students' abilities to report progress and further develop communication principles and skills.

Additional revisions as a result of assessment included refinement of SLOs clarifying and stating objectives using terms that lend themselves more readily to direct measurement, development of a course matrix and an assessment schedule that mapped SLOs to individual courses and included LEAP goal alignment, and an assessment plan was developed.

Sonoma State University

Anthropology, BA
Students are expected to demonstrate achievement of the four essential learning outcomes in 1) comparative perspectives; 2) four-field coverage – sociocultural, biological, archaeological, and linguistic anthropology; 3) integration of the four field approach; and 4) ethical awareness. Additionally, the department has identified the following nine curriculum goals: intellectual competence; intellectual relevance; critical comprehension; written and oral presentation; bibliographic search; computer and information technologies; professional ethics; responsible citizenship; and individual and collaborative work.

Integration of the four-field approach was assessed in anthropology field schools, internships, and through student scholarly papers. All graduating seniors showed competence in the integration of the four fields. The one field that revealed some lack of breadth was linguistic anthropology. The department is hoping to increase its capacity to enhance the breadth of courses offered and to provide more in-depth courses in linguistic anthropology.

Cultural Resources Management, MA
Student outcomes are assessed holistically through the thesis or project. The program is currently developing a rubric system to analyze data in more depth and to provide better data on student performance.

Economics, BA
Students are expected to articulate an understanding of economic terms, concepts, and theories; to identify subjective and objective aspects of economic policy; to use both qualitative and quantitative reasoning to analyze social and economic issues; and to demonstrate an awareness of current and historic economic issues and perspectives.

The economics program conducted a comparative evaluation between two delivery methods in its gateway economics course, Introduction to Macroeconomics, in order to achieve the learning outcomes of understanding economic terms, concepts and theories more effectively. Comparison data between a face-to-face, one day per week delivery format, and a hybrid section of on-line and face-to-face instruction, revealed students in the hybrid course did much more poorly than students in the face-to-face cohort. In the face-to-face section, 88.7 percent of the students received an A, B, or C on their final exam, compared to 54 percent and 55 percent in the two hybrid sections. The department has determined not to offer this service/gateway course in a hybrid model until it can further determine how best to have students prepared to engage in this format.

History, BA
Students are expected to analyze and use primary and secondary sources; understand historical debate and controversies; gain an understanding of historiography in a given region and time period; understand how to use evidence in writing research papers; and successfully use written and oral expression to articulate arguments regarding key historic events.

The program developed comprehensive student learning outcomes. At this time, faculty members are beginning the outcome assessment process. Prior to this program review, the program employed student exit surveys to assess the program. At the recommendation of the external reviewer, the program will develop a five-year assessment plan for the assessment of learning outcomes and share the plan in the spring.

Liberal Studies, BA (Napa Valley)
Students are expected to think critically; master oral and written analysis; generate a well-reasoned argument; write college essays across disciplines; apply theories to contemporary issues; and increase awareness across cultures.

Holistic assessment of all outcomes is conducted through a portfolio process. The program is in the process of developing a methodology to allow for better processing of results, analysis and reporting.

California State University, Stanislaus

Child Development, BA
Students will demonstrate child development knowledge/foundation; information competency; critical evaluation of research; understanding of developmental methods and use of ethical principles with child participants; demonstrate use of effective personal and interpersonal communication and ability to work in teams; demonstrate leadership skills; understand legal, ethical, and programmatic issues, acting in accordance with legal and ethical guidelines; demonstrate child guidance skills and developmentally appropriate practices; integrate child development knowledge and skills to articulate and defend a personal worldview related to child development.

A demonstration of child development knowledge/foundation occurs in the senior capstone course, CDEV 4965, where students create narratives that reflect their knowledge and understanding of various content areas (i.e., theoretical perspectives, research processes, ethical issues, etc.). To assess this outcome, faculty reviewed and rated a random sample of these student narratives using a four-point rubric. Faculty scores for the sample narratives were aggregated. The findings indicated that, overall, students were able to both describe and explain key theories; however, the assessment findings did prompt faculty to revisit the child development program competency matrix to discuss, and possibly modify, the CDEV courses where students are exposed to child development theories.

Integration of child development knowledge and skills to articulate and defend a personal worldview was assessed in CDEV 4965 (senior capstone) where seniors presented their worldviews to junior-level students in CDEV 3000 as part of their portfolio presentations. Juniors were asked to rate their level of understanding of the presented worldviews and their responses were collected and aggregated. Responses indicated that the CDEV 3000 students had a better understanding of the worldviews following the presentation. To close the loop, faculty will continue to explore ways to facilitate the emergence of students' worldviews by, for example, providing additional opportunities for students to articulate and defend their worldview throughout the child development program.

Computer Science, BS
Students will demonstrate a technical understanding of computer science; a familiarity with common themes and principles; an appreciation of the interplay between theory and practice; a system-level perspective; problem-solving skills; project experience; commitment to lifelong

learning; commitment to professional responsibility; communication and organization skills; awareness of the broad applicability of computing; and appreciation of domain-specific knowledge. These program objectives are aligned with the curricular guidelines established by the international Association for Computing Machinery (ACM).

Students demonstrated communication and organization skills through student writing examples collected from CS4100 Programming Languages, and were reviewed by faculty. A review of student work indicated students demonstrate general effectiveness in writing, but improvements are desired. To close the loop, the program will continue to focus on student communication skills, with particular emphasis on writing in the discipline. The program will also continue to embed writing assignments across the computer science curriculum.

California State University Accredited Programs, by Campus

California State University, Bakersfield

Programs	First Granted	Renewal Date
Business Administration BS	not specified	2017-2018
Business Administration MBA	not specified	2017-2018
Chemistry BS	not specified	2018-2019
Counseling MS	not specified	2021-2022
Education MA	not specified	2021-2022
Nursing BS	not specified	2021-2022
Public Administration MPA	not specified	2015-2016
Social Work MSW	not specified	2022-2023

California State University Accredited Programs, by Campus

California State University Channel Islands

Programs	First Granted	Renewal Date
Education--Administrative Services Preliminary Credential	2009	2017
Education--Bilingual Authorization Spanish	2011	2017
Education--Mild/Moderate Disabilities Credential	2009	2017
Education--Mild/Moderate Disabilities Intern Credential	2009	2017
Education--Multiple Subject Credential	2009	2017
Education--Multiple Subject Intern Credential	2009	2017
Education--Single Subject Credential	2009	2017
Education--Single Subject Intern Credential	2009	2017
Nursing BS	2006	2017

California State University, Chico

Programs	First Granted	Renewal Date
Art BA	not specified	2015
Art BFA	not specified	2015
Art MA	not specified	2015
Art MFA	not specified	2015
Business Administration BS	1997	2018
Business Administration MBA	1997	2018
Business Information Systems BS	1997	2018
Chemistry BS	not specified	2015
Civil Engineering BS	1968	2016
Communication Design BA--Graphic Design Option	not specified	2015
Communication Sciences and Disorders BA	2003	2018
Communication Sciences and Disorders MA	2003	2018
Computer Engineering BS	1989	2016
Computer Information Systems BS	2007	2016
Computer Science BS	1987	2016
Construction Management BS	1987	2016
Education MA	not specified	2015
Electrical / Electronic Engineering BS	1971	2016
Health Science BS	2004	2015
Journalism BA	1997	2016
Mechanical Engineering BS	1971	2016
Mechatronic Engineering BS	1998	2016
Music BA	1995	2019
Musical Theatre BA	2009	2015
Nursing BS	1995	2018
Nursing MS	1995	2018
Nutrition and Food Sciences BS	1999	2021
Nutritional Science MS	2001	2021
Psychology MA (PPSC)	1998	2014
Public Administration MPA	1996	2017
Recreation Administration BS	1986	2019
Recreation Administration MA	1986	2019
Social Work BA	not specified	2016
Social Work MSW	not specified	2016

Chico (continued)

Sustainable Manufacturing BS	1980	2014
Theatre Arts BA	2009	2015

California State University Accredited Programs, by Campus

California State University, Dominguez Hills

Programs	First Granted	Renewal Date
Clinical Science BS	1995	2016
Clinical Science BS--Cytotechnology	1993	2017
Computer Science BS	1996	2016-2017
Computer Science MS	1996	2016-2017
Education MA	not specified	2019
Education MA--Special Education	not specified	2019
Health Science MS--Orthotics and Prosthetics	2014 (anticipated)	
Music BA	not specified	2017
Nursing BSN	not specified	2018
Nursing MSN	not specified	2018
Occupational Therapy MS	2007	2022
Public Administration BS	2005	2015-2016
Public Administration MPA	2005	2015-2016
Social Work MSW	2007	2014
Theatre Arts BA	1987	2014

California State University Accredited Programs, by Campus

California State University, East Bay

Programs	First Granted	Renewal Date
Business Administration BS	1973-1974	2018-2019
Business Administration MS	1982-1983	2018-2019
Business Administration MBA	1982-1983	2018-2019
Chemistry BS	1970-1971	2015-2016
Counseling MS	1982-1983	2016-2017
Education MS	1974-1975	2016-2017
Economics BA	1973-1974	2018-2019
Economics MA	1973-1974	2018-2019
Educational Leadership MS	1994-1995	2016-2017
Industrial Engineering BS	2006-2007	2015-2016
Music BA	1973-1974	2019-2020
Music MA	1973-1974	2019-2020
Nursing BS	1974-1975	2015-2016
Social Work MSW	2006-2007	2017-2018
Special Education MS	1987-1988	2016-2017
Speech Pathology and Audiology MS	1992-1993	2019-2020

California State University Accredited Programs, by Campus

California State University, Fresno

Programs	First Granted	Renewal Date
Accountancy MS	1967	Suspended 2011
Agricultural Education MS	1967	2015
Animal Sciences BS	1967	2015
Animal Sciences MS	1967	2015
Business Administration BS--Accountancy, Information Systems and Decision Sciences, Management, and Marketing	1963	2018-2019
Business Administration MBA	not specified	not specified
Civil Engineering BS	1986	2019
Civil Engineering MS	1986	2019
Communicative Disorders BA	1979, 1994, 2004	2015-2016, 2018-2019
Communicative Disorders MA	1979, 1994, 2004	2015-2016, 2018-2019
Computer Engineering BS		2019
Construction Management BS	1995	2013-2014
Counseling MS--MFT	1996	2015
Counseling and Student Services MA	not specified	2021
Counseling--Pupil Personnel Services Credential	not specified	2021
Dietetics--Didactic Program in Dietetics and Dietetic Internship	2005/1979	2013-2014
Education MA--English Single Subject Credential	1967, 1988	2021
Education MA--Multiple Subject	not specified	2021
Education MA--Single Subject (all subject matters)	not specified	2021
Educational Leadership EdD	not specified	2021
Electrical Engineering BS	not specified	2019
Food and Nutritional Sciences BS--Dietetics and Food Administration Option	2005, 1979	2021
Food and Nutritional Sciences BS--Internship Program	2005, 1979	2021

Fresno (continued)

Geomatics Engineering BS	not specified	2019
Interior Design BA	1988	2013
Kinesiology BS	2008	2017-2018
Liberal Studies BA	not specified	2021
Mechanical Engineering BS	not specified	2015
Music BA	1979	2019-2020
Music MA	1979	2019-2020
Nursing BS	2005	2015
Nursing MS	2005	2015
Physical Therapy MPT	1979, 2003	2014
Public Administration MPA	1993	2019
Public Health MPH	1998	2015
Recreation Administration BS	1986	2014
Rehabilitation Education MS	1979	2017-2018
School Psychology EdS	1994	2015
Social Work BA	1967	2016
Social Work MSW	1967	2016
Theatre Arts BA	1989	2014

California State University Accredited Programs, by Campus

California State University, Fullerton

Programs	First Granted	Renewal Date
Accounting MS	1966	2017-2018
Art BA	1974	2003-2014
Art MA	1974	2003-2014
Art BFA	1994	2003-2014
Art MFA	1994	2003-2014
Business Administration BA	1965	2017-2018
Business Administration MBA	1972	2017-2018
Chemistry BS	1970	2004-present (under review)
Civil Engineering BS	1985	2009-2015
Communications BA	1971	2008-2015
Communications MA	1971	2008-2015
Communicative Disorders BA	1969	2011-2018
Communicative Disorders MA	1969	2011-2018
Computer Engineering BS	2007	2007-2015
Computer Science BS	1988	2009-2015
Credentials	1960	2007-2016
Counseling MS	2007	2007-2015
Dance BA	1993	2002-2014
Education MS	1970	2007-2015
Electrical Engineering BS	1985	2009-2015
General Business	1965	2017-2018
Human Services BS	1982	2010-2016
Information Systems MS	1981	2017-2018
International Business BA	1984	2017-2018
Kinesiology BS (Athletic Training Program)	2001	2017
Mechanical Engineering BS	1985	2009-2015
Music BA	1966	2002-2014
Music MA	1966	2002-2014
Music BM	1975	2002-2014
Music MM	1975	2002-2014

Fullerton (continued)

Nursing BS	NLN accreditation (1981-2007); Commission on Collegiate Nursing Education (CCNE) accreditation since 2007	2011-2021
Nursing MS	2002	2007-2017
Nursing DNP	Initial visit 11/13; accreditation pending	
Public Administration MPA	1989	2011-2015
Public Health MPH	2008	2013-2020
Social Work MSW	2011	2011-2015
Taxation MS	1996	2017-2018
Theatre Arts BA	1974	2005-2015
Theatre Arts BFA	2005	2005-2015
Theatre Arts MFA	1985	2005-2015

California State University Accredited Programs, by Campus

Humboldt State University

Programs	First Granted	Renewal Date
Art	1978	2014-2015
Chemistry	prior to 1976	2014 pending (next review: 2019)
Child Development Laboratory, Child Development	1989	2017
Environmental Resources Engineering (ERE) BS	1979	2017
Forestry and Wildland Resources Curricula--Federal Office Personnel Management (OPM)	pending	
Forestry Curriculum--Society of American Foresters (SAF)	1979	2015
Music	1979	2021
Practicing Sociology--MA	2004	2017
Psychology	2002	2015
Public Sociology, Ecological Justice and Action MA	2004	2017
Registered Professional Foresters (RPF) License--State Board of Forestry (BOF)	not specified	periodic
School of Education--Administrative Services	2002	2015
School of Education--Multiple Subjects Credential	2002	2015
School of Education--Reading Certificate	2002	Certificate suspended
School of Education--Single Subjects Credential	2002	2015
School of Education--Special Education Credential	2002	2015
School of Education and Department of Kinesiology/ Recreation Administration--Adapted Physical Education	2002	2015
Social Work BA	2004	2019, reaffirmation

Humboldt (continued)

Social Work BA	2004	2019, reaffirmation
Social Work MSW	2004	2019, reaffirmation

California State University Accredited Programs, by Campus

California State University, Long Beach

Programs	First Granted	Renewal Date
Aerospace Engineering BS	2001	2018
American Language Institute	2007	2017
Athletic Training BS	2006	2016
Art BA	1974	2016
Art BFA	1974	2016
Art MA	1974	2016
Art MFA	1974	2016
Business Administration BS	1972	2019
Business Administration MBA	1972	2019
Chemical Engineering BS	1980	2018
Chemistry BS	1958	2013
Civil Engineering BS	1963	2018
Communicative Disorders BA	1970	2019
Communicative Disorders MA	1970	2019
Computer Engineering BS	1974	2018
Computer Science BS	1995	2018
Construction Engineering Management BS	2012	2017
Dance BA	1982	2013
Dance BFA	1982	2013
Dance MA	1982	2013
Dance MFA	1982	2013
Design BA	2007	2016
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2021
College of Education: Teaching Credentials and School Professionals	2001	2015 NCATE and CTC Review (Spring)
Electrical Engineering BS	1963	2018
Family and Consumer Sciences BA	1977	2017
Family and Consumer Sciences MA	1977	2017
Health Care Administration BS	1992	2015
Health Care Administration MS	2002	2016
Health Science MS	1990	2015

Long Beach (continued)

Hospitality Foodservice & Hotel Management BS	2010	2017
Industrial Design BS	1974	2016
Interior Design BFA	1974	2016
Journalism and Mass Communication	2014	2020
Mechanical Engineering BS	1963	2018
Music BA	1968	2015
Music BM	1968	2015
Music MA	1968	2015
Music MM	1968	2015
Nursing BS	1967	2021
Nursing MS	1978	2021
Nursing MS / HCA MS	2002, not specified, 1990	2010, 2011, 2015
Nursing DNP	2012	2019
Physical Therapy MPT	1968	2012
Public Health MPH	1990	2015
Recreation Administration MS	1976	2021
Social Work BS	1975	2016
Social Work MSW	1985	2016
Theatre Arts BA	1973	2015
Theatre Arts MFA	1973	2015

California State University Accredited Programs, by Campus

California State University, Los Angeles

Programs	First Granted	Renewal Date
Art BA	1974	2019-2020
Art MA	1974	2019-2020
Art MFA	1974	2019-2020
Accountancy MS	1964	2015-2016
Business Administration BS	1960	2015-2016
Business Administration MBA	1964	2015-2016
Business Administration MS	1964	2015-2016
Communicative Disorders BA	1987	2016-2017
Communicative Disorders MA	1987	2016-2017
Computer Information Systems BS	1964	2015-2016
Computer Information Systems MS	1964	2015-2016
Computer Science BS	2005	2018-2019
Counseling, Applied Behavioral Analysis Option, MS	1994	2018-2019
Criminalistics MS	2011	2015-2016
Education Credentials	1959	2018-2019
Education MA	1959	2018-2019
Educational Administration MA	1959	2018-2019
Educational Leadership EdD	2011	2018-2019
Engineering BS	1965	2018-2019
Engineering, Civil BS	1965	2018-2019
Engineering, Electrical BS	1965	2018-2019
Engineering, Mechanical BS	1965	2018-2019
Healthcare Management, MS		2015-2016
Music BA	1970	2016-2017
Music BM	1970	2016-2017
Music MA	1970	2016-2017
Music MM	1995	2016-2017
Nursing BS	2007	2019-2020
Nursing MS	2007	2019-2020
Nursing DNP	2011	2019-2020

Los Angeles (continued)

Nutritional Science MS--Coordinated Dietetics Program (CDP)	1974	2015-2016
Nutritional Science BS - Didactic Program in Dietetics (DPD)	1976	2015-2016
Nutritional Science MS - Didactic Program in Dietetics (DPD)	1976	2015-2016
Public Administration MS	1984	2015-2016
Rehabilitation Counseling MS	1956	2016-2017
School Counseling and Student Personnel Services MS	1978	2015-2016
Social Work BA	1979	2018-2019
Social Work MSW	1979	2018-2019
Special Education MA	1959	2018-2019
Special Education PhD	1971	2018-2019
Teaching English to Speakers of Other Languages MA	1989	2018-2019
Technology B.S.	2013	2017-2018

California State University Accredited Programs, by Campus

California Maritime Academy

Programs	First Granted	Renewal Date
Business Administration BS--International Business and Logistics	2003	2019-2020
Facilities Engineering Technology BS	1999	2019-2020
Marine Engineering Technology BS	1978	2019-2020
Mechanical Engineering BS	2002	2019-2020

California State University Accredited Programs, by Campus

California State University, Monterey Bay

Programs	First Granted	Renewal Date
Nursing	Accepted 2014	Site visit in 2016
Social Work, MSW	2014	2018
Teacher Education	2009	Site visit in 2013

California State University Accredited Programs, by Campus

California State University, Northridge

Programs	First Granted	Renewal Date
Accountancy BS	1976	2014
Accountancy MS	2009	2014
Athletic Training BS	1995	2016-2017
Art BA	1993	2020
Art MA	1993	2020
Art MFA	2006	2020
Business Administration BS	1976	2014
Business Administration MBA	1976	2014
Civil Engineering BS	1994	2019
Communicative Disorders MS	1976	2021
Computer Engineering BS	2006	2019
Computer Science BS	1985	2019
Construction Management Technology BS	2010	2016
Counseling MS	1997	2016
Counseling MS, Career Counseling Option	1996	2016
Education MA	1997	2016
Electrical Engineering BS	1994	2019
Environmental and Occupational Health BS	1972 1973	2016 2018
Environmental and Occupational Health MS	1972 1978	2016 2019
Family and Consumer Sciences BS	1973	2014
Family and Consumer Sciences BS--Didactic Program in Dietetics	1985	2019
Family and Consumer Sciences BS--Interior Design option	1998	2017
Family and Consumer Sciences MS--Dietetic Internship	1985	2019
Finance BS	1976	2014
Health Administration BS	1971	2017
Information Systems BS	1976	2014
Management BS	1976	2014
Journalism BA	1967	2016
Manufacturing Systems Engineering BS	2001	2019

Northridge Degree Programs (continued)

Marketing BS	1976	2014
Mechanical Engineering BS	1994	2019
Music BA	1968	2018
Music BM	1968	2018
Music MM	1968	2018
Nursing BS	1999	2023
Physical Therapy DPT	1969	2015
Public Health Education MPH	1980	2018
Radiologic Sciences BS	1977	2018
Social Work MSW	2008	2020
Special Education MA	1997	2016
Taxation MS	1976	2014
Theatre BA	1991	2015
Theatre MA	1991	2015

Credential Programs

Counseling--Pupil Personnel Services Credential	1997	2017
Educational Administration--Preliminary Administrative Services Credential	1997	2017
Educational Administrative Services Credential--Tier 1 and Tier 2	1997	2016
Elementary Education--Multiple Subject Preliminary Teaching Credential	1974	2017
Elementary Education--Multiple Subject Preliminary Teaching Credential--Blended or Intern	2002	2017
Elementary Education--Multiple Subject Preliminary Teaching Credential--CLAD	1997	2017
Elementary Education--Multiple Subject Bilingual Authorization	2011	2017
Elementary Education--Reading and Language Arts Specialist Credential	2002	2016
Secondary Education--Single Subject Teaching	1974	2017
Secondary Education--Single Subject Teaching Credential - Preliminary--Blended or Intern	2002	2017
Secondary Education--Single Subject Teaching Credential- Preliminary--CLAD	1997	2017

Northridge Credential Programs (continued)

Secondary Education--Single Subject Teaching Credential– Bilingual Authorization	2011	2017
Special Education--Education Specialist Authorization Advanced Teaching Credential	2010	2017
Special Education--Education Specialist Teaching Credential--Deaf/Hard of Hearing--Lev I and Lev II	1997	2017
Special Education--Education Specialist Preliminary Teaching Credential--Deaf/Hard of Hearing	2013	2017

California State University Accredited Programs, by Campus

California State Polytechnic University, Pomona

Programs	First Granted	Renewal Date
Adapted Physical Education Authorization	1997	2014-2015
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2015
Aerospace Engineering BS	1970	2018
Agricultural Specialist Authorization	1976	2015
Animal Health Science BS	1997	2018
Architecture BArch	1981	2022
Architecture March	1978	2022
Art (Art History, Fine Art) BA	1997	2018-2019
Bilingual Authorization (Chinese and Mandarin Chinese)	2011	2014-2015
Business Administration BS	1995	2014-2015
Business Administration MBA	1995	2014-2015
Business Administration MS	1995	2014-2015
Chemical Engineering BS	1972	2018
Civil Engineering BS	1970	2018
Computer Engineering BS	2004	2018
Computer Science BS	1994	2014-2015
Construction Engineering Technology BS	1976	2018
Didactic Program in Dietetics	1993	2020
Dietetic Internship Program	1993	2020
Education Specialist Mild/Moderate Level I and Level II Teaching and Intern Credentials	1997	2014-2015
Education Specialist Mild/Moderate Preliminary and Preliminary Intern Credential	2011	2015
Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	2015
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2015
Electrical Engineering BS	1970	2018
Electronics and Computer Engineering Technology BS	1976	2018
Engineering Technology BS	1976	2018
Graphic Design BFA	1997	2018-2019

Pomona (continued)

Hospitality Management BS	1994	2018
Industrial Engineering BS	1976	2018
Interior Architecture MIA	2010	2014
Landscape Architecture BS	1963	2017
Landscape Architecture MLA	1975	2017
Manufacturing Engineering BS	1988	2018
Mechanical Engineering BS	1970	2018
Multiple Subject Intern Teaching Credentials	1998, 2003--SB 2042	2015
Multiple Subject Preliminary Teaching Credentials	1973, 2003--SB 2042	2015
Music	2013	2018
Public Administration MPA	2006	2014
Reading Certificate Authorization	2012	2020
Single Subject Intern Teaching Credentials	1998, 2003--SB 2042	2015
Single Subject Preliminary Teaching Credentials	1973/, 2003--SB 2042	2015
Urban and Regional Planning BS	1967	2015-2016
Urban and Regional Planning MURP	1971	2015-2016

California State University Accredited Programs, by Campus

California State University, Sacramento

Programs	First Granted	Renewal Date
Administrative Services Credential, Level I, Preliminary, EDLP	1984	2015
Administrative Services Credential, Intern, EDLP	1974	2015
Administrative Services Credential, Level II, Professional, EDLP	1985	2015
Art, Art Studio, Art History	1974	2015
Art Education	~ 1984	2018
Athletic Training	1976	2018
Business Administration	1963	2017
Civil Engineering	1965	2015
Computer Engineering	1989	2015
Computer Science	1985	2015
Construction Management	1989	2019
Didactic Program in Dietetics	1996	2016
Dietetic Internship	1996	2016
Education Specialist, Mild/Moderate, EDS	not specified	2018
Education Specialist, Mild/Moderate w/Multiple Subjects, EDS	not specified	2018
Education Specialist, Moderate/Severe and Moderate/Severe with Multiple Subjects, EDS	not specified	2018
Education Specialist, Early Childhood Special Education, EDS	1974	2018
Education Specialist, Level II, EDS	not specified	2018
Electrical & Electronic Engineering	1969	2015
English Education	<1980	2016
Graphic Design	2005	2015
Interior Design	2001	2018
Liberal Studies	2004	2018
Mechanical Engineering	1965	2015
Multiple Subjects, BMED	not specified	2018
Multiple Subjects BCLAD Emphasis (Bilingual Authorization), BMED	1975	2018

Sacramento (continued)

Multiple Subjects, EDTE	not specified	2018
Music	1964	2021
Music Education	not specified	2019
Nursing-Pre Licensure	1962	2019 (CCNE) BRN (2022)
Nursing-Post Licensure	1962	2019 (CCNE) BRN (2022)
Nursing Graduate	1986	2019 (CCNE) BRN (2022)
Photography	2005	2015
Physical Education	1952	2018
Physical Therapy	1997	2015
Pupil Personnel Services, School Counseling, EDC	1975	2018
Pupil Personnel Services, School Social Work	1999	2019
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2018
Reading Specialist Certificate and Credential, EDTE	1974	2018
Recreation, Parks and Tourism Administration	1978	2021
Rehabilitation Counselor Education Program	not specified	2018
School Counseling; Career Counseling; Marital, Couple and Family Counseling/Therapy, EDC	2006	In progress
School Psychology, EDS	2001	2018
Single Subject, BMED	not specified	2018
Single Subject BCLAD Emphasis (Bilingual Authorization, BMED	1975	2018
Single Subject, EDTE	not specified	2018
Social Science	not specified ~1992	2018
Social Work	1966	2016
Speech Pathology	1950, 1998	2019

California State University Accredited Programs, by Campus

California State University, San Bernardino

Programs	First Granted	Renewal Date
Administration BA	1994	2018-2019
Administration BS	1994	2018-2019
Administration MBA	1994	2018-2019
Ambulatory Health Care	2003	2015-2016
Art BA	1983	2021-2022
Chemistry BS	1970	2016-2017
Computer Engineering BS	2014	2020-2021
Computer Science BS	1988	2020-2021
Counselor Services	2010	2014-2015
Education Credential MA, MS	2002	2015-2016
Health Science BS	2009	2014-2015
Health Science, Environmental Health BS	2004	2018-2019
Music BA	2003	2021-2022
Nursing BS	1984	2015-2016
Nursing MS	1984	2014-2015
Nutrition and Food Sciences BS	1989	2017-2018
Public Administration MPA	1989	2017-2018
RAFMA (Art Museum)	2008	2022-2023
Rehabilitation Counseling MA	1988	2015-2016
Social Work BA	2006	2017-2018
Social Work MSW	1993	2021-2022
Theatre Arts BA	2004	2016-2017

California State University Accredited Programs, by Campus

San Diego State University

Programs	First Granted	Renewal Date
School of Accountancy	1979	2017-2018
Administration, Rehabilitation and Postsecondary Education	1978	2017-2018
Aerospace Engineering	1964	2016
Art	1975	2022
Art--Interior Design	1984	2015
College of Business Administration	1955	2018
Chemistry	1950	2017
Civil Engineering	1964	2016
Computer Engineering	2004	2016
Computer Science	1994	2015-2016
Construction Engineering	2009	2016
Counseling and School Psychology	1998, 1989	2016-2017, 2015
Education	1998	2016-2017
Educational Leadership	1998	2016-2017
Educational Technology	2003	2017-2018
Electrical Engineering	1964	2016
Engineering	2004	2016
Environmental Engineering	2004	2016
Exercise and Nutritional Sciences	before 1961, 2000	2019, 2021-2022
Health Management and Policy division in the Graduate School of Public Health	1983	2019
Journalism and Media Studies	1971-1978 and 1985-1997	2014-15 in process
Marriage and Family Therapy	2009	2015
Mechanical Engineering	1964	2016
Nursing	not specified, 1998, 1953, 2001	2016, 2012, 2016, 2016
Nursing--School Nursing (admission currently suspended)	not specified	2016
Nutrition	~ 1980	2015

San Diego (continued)

Policy Studies in Language and Cross-Cultural Education	1998	2016-2017
Preventive Medicine Residency Certificate Program - SDSU/UCSD; Graduate School of Public Health	1983	2017
Public Health, Graduate School	1983, 1985	2021
Recreation and Tourism Management	1981	2012, Not seeking reaccreditation
School Counseling	1998	2016-2017
Social Work BS	1974	2018
Social Work MSW	1966	2018
Special Education	1998	2016-2017
Speech, Language, and Hearing Sciences--Speech-Language Pathology Credential	1979	2017
Speech, Language, and Hearing Sciences--Audiology Program	2006	2019
Speech, Language, and Hearing Sciences--Speech-Language Pathology Program	1987	2019
Teacher Education	1998	2016-2017
Theatre, Television, and Film	1975	2015

California State University Accredited Programs, by Campus

San Francisco State University

Programs	First Granted	Renewal Date
Accountancy MS	1979	2014 In Progress Site visit planned for spring 2015
Apparel Design & Merchandising BS	2003	2023
Art BA	1983	2015
Art MA	1983	2015
Art MFA	1983	2015
Business Administration BS	1963	2014 In Progress Site visit planned for spring 2015
Business Administration MBA	1963	2014 In Progress Site visit planned for spring 2015
Cinema BA	1983	2015
Cinema Studies MA	1983	2015
Cinema MFA	1983	2015
Civil Engineering BS	1988	2018
Clinical Laboratory Science Graduate Internship Program	1977	2019
Communicative Disorders MS	1971	2017
Computer Science BS	1992	Computer science department has chosen not to renew accreditation
Counseling MS	1978	2018
Didactic Program in Dietetics BS	1987	2019
Dietetics BS and Graduate Internship Program	1991	2019
Drama BA	1982	2021
Drama MA	1982	2021
Education MA	1954	2017
Electrical Engineering BS	1988	2018

San Francisco (continued)

Family and Consumer Sciences BA	2003	2023
Health Education BS	2009	2017
Hospitality and Tourism Management BS	1990	2014 In Progress Site visit planned for spring 2015
Interior Design BS	2003	2023
Journalism BA	1985	2020
Mechanical Engineering BS	1988	2021
Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	2003	2023
Nursing MS	2003	2023
Physical Therapy DPT	2001	2021
Journalism BA	1985	2020
Mechanical Engineering BS	1988	2021
Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	2003	2023
Nursing MS	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2021
Public Health MPH	2003	2017
Recreation, Parks, and Tourism Administration BS	1990	2017
Rehabilitation Counseling MS	1976	2020
Social Work BA	1975	2018
Social Work MSW	1971	2018
Special Education MA and Concentration in PhD in Education	1954	2017
Teacher Education Credential Programs	1900	2017
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2021

California State University Accredited Programs, by Campus

San José State University

Programs	First Granted	Renewal Date
Accountancy MSA	1964	2015
Advertising BS	1971	2014
Aerospace Engineering BS	Not specified	2018
Art BA	1974	2020
Art BFA	1974	2020
Art MA	1974	2020
Athletic Training	not specified	2019
Athletic Training MS	1989	2019
Biomedical Engineering	2011	2018
Business Administration BS	1964	2015
Business Administration MBA	1973	2015
Business Administration MSA	1964	2015
Business Administration MST	1964	2015
Business Administration MSTM	1964	2015
Chemistry and Materials Science BS	not specified	2018
Chemical Engineering BS	1958	2018
Child and Adolescent Development Counselor Education Credential	1958	2018
Civil and Environmental Engineering BS	1958	2018
Communicative Disorders EDAU BA	1974, 1989	2018
Communicative Disorders EDAU MA	1989	2018
Computer Engineering BS	1958	2018
Computer Science BS	1996, 2001	2018
Dance BA	1987	2019
Dance BFA	1987	2019
Dietetics	1986	2015
Educational Leadership Credential	1958	2018
Elementary Education Credential	1958	2018
General Engineering BS	1958	2018
Food Science	1988	2015
Industrial and Systems Engineering BS	1958	2018
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2015

San José (continued)

Journalism BS	1971	2014
Kinesiology MS	1989	2019
Mechanical Engineering BS	1958	2018
Music BA	1958	2015
Music BM	1958	2015
Music MA	1958	2015
Nursing BS	not specified	not specified
Nursing MS	1959, 1998	2013
Nutritional Science BS--Food Science Technology Conc.	1988	2015
Nutritional Science BS –Dietetics	1986	2015
Occupational Therapy MS	1991	2016
Organization and Management BS	not specified	not specified
Political Science MPA	1988	2017
Public Health MPH	1974, 1976	2014
Public Relations BS	1971	2014
Pupil Personnel Services Credential	1958	2018
Recreation BS	1987	2014
Secondary Education Credential	1958	2018
Social Work BS	1977	2015
Social Work MS	1977	2015
Special Education Credential	1958	2018
Speech Pathology Credential	1958	2018
Taxation MS	1964	2018
Teacher/Librarian Services Credential	1958	2018
Theatre Arts BA	1982	2018
Transportation Management MS	1964	2018
Urban Planning MUP	1972, 1988	2016

California State University Accredited Programs, by Campus

California Polytechnic State University, San Luis Obispo

Programs	First Granted	Renewal Date
Aerospace Engineering BS	1969	2015
Art and Design BFA	1995	2016-2017
Architectural Engineering BS	1975	2015
Architecture BArch	1980	2017
Bioresource and Agricultural Engineering BS	1973	2015
Business Administration BS	1981	2018
Business Administration MBA	1981	2018
City and Regional Planning BS	1973	2017
City and Regional Planning MCRP	1993	2017
Civil Engineering BS	1973	2015
Computer Engineering BS	1997	2015
Computer Science BS	1986	2015
Construction Management BS	1978	2020
Economics BS	1981	2018
Electrical Engineering BS	1969	2015
Environmental Engineering BS	1971	2015
Forestry and Natural Resources BS	1994	2024
Graphic Communication BS	2003	2016
Industrial Engineering BS	1969	2015
Industrial Technology BS	1974	2014-2015
Landscape Architecture BLA	1975	2020
Manufacturing Engineering BS	1997	2015
Materials Engineering BS	1971	2015
Mechanical Engineering BS	1969	2015
Music BA	2003	2018-2019
Nutrition BS--Applied Nutrition Concentration	2005	2015
Recreation, Parks, and Tourism Administration BS	1986	2018
Software Engineering BS	2007	2015

California State University Accredited Programs, by Campus

California State University San Marcos

Programs	First Granted	Renewal Date
Biochemistry BS	2007-2008	2014
Education MA	1995	2014
Nursing BS	2008	2015
Nursing MS	2012	2017

California State University Accredited Programs, by Campus

Sonoma State University

Programs	First Granted	Renewal Date
Art/Art History	1982	2019-2020
Business Administration	2007	2018-2019
Counseling	1984	2016-2017
Education	2005	2019-2020
Music	1972	2016-2017
Nursing	1974	2020-2021

California State University Accredited Programs, by Campus

California State University, Stanislaus

Programs	First Granted	Renewal Date
Art BA	1983	2019-2020
Art BFA	1983	2019-2020
Business BS	2003	2017-2018
Business MBA	2003	2017-2018
Education BA	1991	2017-2018
Education MA	1991	2017-2018
Educational Leadership EdD	2008	2014-2015 (WASC)
Genetic Counseling MS	2008	2016-2017
Music BA	1981	2012-2013*
Music BM	1981	2012-2013*
Nursing BS	1986	2013-2014 2016-2017
Nursing MS	2010	2016-2017
Psychology MS	2002	2013-2014
Public Administration MPA	1982	2016-2017
Social Work MSW	1998, retroactive to class of 1996	2017-2018
Theatre Arts BA	1983	2012-2013*

*Renewal date pending final commission action letters from specialized accreditation agencies.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Institute for Palliative Care at California State University San Marcos

Presentation By

Roberta Achtenberg
Trustee

Karen S. Haynes, PhD.
President

Helen B. McNeal
Executive Director

Summary

In September 2012, Trustee Roberta Achtenberg and President Karen Haynes shared plans for the launch of the California State University (CSU) Institute for Palliative Care at CSU San Marcos (CSUSM). In its first two years, the Institute has successfully launched 17 certificate programs, both face-to-face and online, to train more than 800 health care professionals and over 2000 community members about palliative care, while integrating palliative care content into 29 courses for undergraduates in disciplines including nursing, psychology, sociology, and communicative and speech disorders at CSUSM. In addition the Institute has now established partnerships with six other campuses within the CSU system. This item will provide an update on the Institute's progress since the November 2013 presentation to the board, and will share plans for the continued replication of the Institute's model at other CSU campuses this year.

Background

In 2011 and 2012, Trustee Achtenberg, President Haynes and a small group of experts in palliative care who volunteered their time, worked together on the creation of the CSU Institute for Palliative Care. This concept was approved by then Chancellor Charles Reed, reviewed with the Board of Trustees in September 2012 and, thanks to funding received from the Archstone Foundation and California HealthCare Foundation, the Institute was launched on September 20, 2012 at its home campus, Cal State San Marcos.

Funded by grant dollars and major donor philanthropy, and projected to be self-supporting within five years, the Institute is the first statewide initiative in the country to focus on palliative care workforce development and community awareness. Launching at Cal State San Marcos, the

Institute was tasked to create a model program to educate current and future professionals and the community about palliative care. This model is now starting to be replicated, under the auspices of the Institute, at interested CSU campuses and other campuses around the country.

Palliative care, which focuses on quality of life and relief of suffering, whether physical, emotional, psychological or spiritual, is a complement to curative and life sustaining treatment for those with chronic and serious illness. Research has demonstrated that it improves patient and family satisfaction with care, improves longevity and outcomes, and reduces health care delivery costs. As such, it will be vitally important to California's aging population and health care systems, and will be a critical skill that will distinguish health care professionals trained by the CSU system.

COMMITTEE ON EDUCATIONAL POLICY

The Early Start Program and Academic Preparation Update

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Edward A. Sullivan
Assistant Vice Chancellor
Academic Research and Resources

Background

At its May 2009 meeting, the Board of Trustees approved the establishment of an Early Start program that would commence in summer 2012. Freshmen who did not demonstrate college-readiness in mathematics, English or both would be required to begin to address these deficiencies in the summer before their first term.

At its March 2014 meeting, the board received a detailed presentation providing an overview and progress report of the Early Start program. Summer 2014 marked the first time all new regularly admitted freshmen needing additional preparation in English and/or mathematics were required to participate in Early Start. Prior to 2014, only those students needing additional preparation in math and those most at risk in English (bottom quartile) were required to participate. In summer 2014 that expanded to include all students needing additional preparation in English. The Early Start program, in addition to various academic preparation efforts throughout the CSU, continues to provide students an opportunity to begin their first term of enrollment better prepared for the academic challenges they will face.

This information item provides a progress update since the last report to the board including data from summer 2014 Early Start, proficiency of the fall 2013 freshmen Early Start cohort one year later, and overall academic preparation trends.

Summer 2014 Early Start

Once admitted to the CSU, students have the opportunity to enroll in Early Start courses at the campus at which they intend to enroll (destination campus) or at a campus near their home (service campus) in the summer prior to their first term. The Early Start courses established by faculty at each of the 23 campuses provide the targeted foundation necessary for improving

student preparation. Students can choose from a 1-unit introductory course at minimum (15 hours) or a 3- or 4-unit course that will provide more in-depth preparation. In summer 2014, 83 percent of Early Start students enrolled at their destination campus. The majority of students elected to take the 1-unit course (87 percent in English and 65 percent in math).

In fall 2014, more than 60,000 freshmen enrolled in the CSU and more than 24,000 of them were required to participate in Early Start English (ESE) and/or Early Start mathematics (ESM), with just over 10,500 participating in both. Approximately 2,200 new freshmen finished their college-preparation requirements in English, and began their fall term college-ready. Nearly 3,700 entered college-ready in mathematics as a result of summer 2014 Early Start course completion. Of those students enrolled in Early Start English and/or Early Start mathematics, 94 percent of ESE and 93 percent of ESM students satisfactorily met the requirement.

Fall 2013 Early Start Cohort - Proficiency One Year Later

Of the freshmen entering in fall 2013 needing additional preparation in English and/or mathematics, after completing their Early Start requirement, 85 percent (22,107 students) reached proficiency within one year. Three percent (784 students) failed to achieve proficiency in one or both subjects after their first year but were permitted by the campus to enroll in fall 2014. Eleven percent (2,817 students) did not achieve proficiency in one or both subjects at the completion of their first year and were not allowed to re-enroll in fall 2014.

Academic Preparation Trends

The regularly admitted freshmen class has grown from just under 48,000 students in 2010 to nearly 63,000 students in fall 2014. The percentage of the entering freshmen class determined to be college-ready in both English and mathematics at the point of graduation from high school has increased from 43 percent (fall 2010) to 54 percent (fall 2014). Additionally, the percentage of the entering freshmen class who need additional preparation in both English and mathematics at the point of graduation from high school has declined from 28 percent in fall 2010 to 21 percent in fall 2014.

The Early Start program has successfully enhanced pre-existing campus and system efforts to improve the number of freshmen prepared for college-level mathematics and English when they begin their first term. In summer 2010, existing CSU programs improved proficiency in both English and mathematics by one percentage point resulting in 44 percent of the 2010 freshmen class starting their first term at the CSU college-ready in English and mathematics. Comparatively, summer 2014 Early Start courses improved proficiency in both English and mathematics by five percentage points resulting in 59 percent of the entering freshmen class being prepared for college-level English and mathematics.

Summary

Summer 2014 Early Start was the first time all freshmen needing additional preparation in English and/or mathematics were required to participate. The data indicates that the Early Start program, in combination with other academic preparation efforts, continues to provide students with the opportunity to begin their first term better prepared for the academic rigor they will face in the CSU. While student readiness and Early Start efforts differ by campus, all CSU campuses and their faculty focus ongoing and collaborative efforts on improving student success from admission through graduation. As the Early Start program continues to develop and adapt to student needs, it is expected that best practices will continue to emerge and further inform system efforts.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Graduation Initiative 2025

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Summary

The California State University (CSU) Graduation Initiative 2025 is the system's overarching student success strategy. It orients and drives work in the Office of the Chancellor, and it figured prominently in the chancellor's second annual "State of the CSU" address in January 2015.

This information item updates board members on the numerical targets the system has committed to, with respect to these six metrics:

	Baseline	2025 Target
Six-year graduation rate	51%	60%
Four-year graduation rate	16%	24%
Gap by ethnicity	14 points	7 points
Gap by Pell eligibility	11 points	5 points
Transfer four-year rate	70%	76%
Transfer two-year rate	27%	35%

For each metric, the baseline rate is performance of the most recent cohort for which data was available when Chancellor White met with campus leadership in fall 2014.

If the system meets its goals for growth and the Graduation Initiative, then the CSU estimates that by 2025 the state will realize an additional 100,000 CSU graduates, of which 70,000 will result from enrollment growth, and 30,000 from student success efforts.

The CSU will act on this commitment in three important ways:

1. **Support and oversight for campus action.** Representatives from the Chancellor's Office will visit the Graduation Initiative teams on all 23 campuses during the 2015-2016 academic year. Campus teams are co-led by vice presidents of academic affairs and student affairs, and typically include representation from faculty governance, institutional research, and enrollment management.

   Each visit will begin with a review of performance under the initiative's 2015 goals, which focused on six-year graduation rates for first-time full-time freshmen, and closing the gap in those rates between Under-Represented Minority (URM) students (African American, Latino, and Native American) and other populations. The agenda will then turn to the work ahead, and how campus teams will apply their experience to meet the six new goals for 2025.

2. **Connection to national research and innovation.** Action throughout the system is informed by the CSU's active connections to the National Association of System Heads (NASH), the Association of American Colleges and Universities (AAC&U), the American Association of State Colleges and Universities (AASC&U), the U.S. Education Delivery Institute, and the Association of Public and Land-grant Universities (APLU).

3. **Fostering the use of transparent and actionable data.** CSU campuses are designating Dashboard Coordinators to lead local work with the Student Success Dashboard, a systemwide tool developed by the Graduation Initiative to give all CSU faculty and staff access to current, meaningful information on student progress to degree. Campuses have begun customizing the dashboard and correlating it to local tools, while preserving the system-level interoperability that facilitates benchmarking, diagnosis, and the sharing of best practices across campuses.